

Heath's Modern Language Series

PRACTICAL GERMAN GRAMMAR

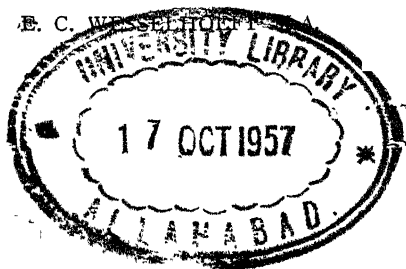
*A GERMAN GRAMMAR IN PRO-
GRESSIVE LESSONS*

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WITH COÖPERATION OF

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PREFACE.

• THE only possible apology for a new German Grammar, at this day, is the attempt to present in simpler, clearer, easier form—that is, for learning and teaching—the essential and commonplace facts and principles of the language. This, then, is the cause and the aim of the present book.

In method, the effort has been made to combine rapid progress with (relatively) systematic development. For this purpose the scheme—in part found in the Joynes-Meissner German Grammar—is here more fully employed; that is, the successive Parts of Speech, and the Verb, are developed *pari passu* in each lesson; so that the student is early in possession of the materials for intelligent reading. Thus, it is hoped, a middle path is opened between the lesson book on the one hand and the rigidly systematic grammar on the other. The success of this effort, in the present case, must of course be tested by experience.

The question, what is “essential”—or how much a grammar for learners should contain—is one on which general agreement is perhaps impossible. So much, however, in the opinion of this writer, that *one book* should suffice for the usual course of study; for every change of text or method—even from a poorer to a better—involves confusion and loss. On the other hand, it is unreasonable to demand that a grammar for school or college should include every detail. Indeed, from long experience, the writer ventures the opinion that often too much stress is laid on mere grammar study, to the exclusion of better methods. Ease and rapidity of progress, and the early mastery of intelligent reading, are more important than any formal system.

This view has guided the author in the question of inclusion

or omission, as well as of arrangement. The most essential facts of usage are presented gradually, under the several topics, so that only a few matters of special difficulty are reserved for the more formal Syntax; and even here only the chief differences between German and English are prominently presented. In the Appendixes are included, in condensed form, some important topics for reference or for review. In general, matter less important for earliest study is indicated by smaller type.

Outside of all other questions the value of a grammar must depend largely upon its Exercises, as material for practice. Herein the author has been fortunate in securing the most skillful and careful assistance. Outside, moreover, of the Exercises and Vocabularies, it would be impossible to overestimate the value of Professor Wesselhoeft's constant and willing aid at every stage in the preparation or revision of the book; and it is felt to be a privilege, as well as only a just acknowledgment, to add his name to its title.

To the Exercises greater space has been given than is usual, the object being — apart from the importance of such practice — to allow ample margin for selection and review, or for subdivision with different sections or successive classes.

The author would express thanks to those colleagues (the living and the dead) whose works have aided him in this undertaking. To say that he has consulted the best authorities within his reach, is only to say that he has tried to do his own work faithfully.

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UNIVERSITY OF SOUTH CAROLINA, April, 1907.

TABLE OF CONTENTS.

Part I.

	PAGE
ORTHOGRAPHY AND PRONUNCIATION	I

Part II.

THE PARTS OF SPEECH.

LESSON		
I.	The Definite Article. Gender	22
II.	Pronominals, dieser, etc. Sein, Present and Imperative .	26
III.	Indefinite Article and Possessives. Sein, Past Tense. Word-Order	30
IV.	Declension of Nouns, Weak. Haben, Present and Past .	35
V.	Adjectives, Weak Declension. Weak Verbs: Present and Past	41
VI.	Nouns: Strong Declension I. Weak Verbs: Euphonic Forms	47
VII.	Strong Declension of Nouns II. Werden: Present and Past	53
VIII.	Strong Declension of Nouns III. Verbals: Future Tense. Word-Order	58
IX.	Mixed Declension of Nouns. Perfect and Pluperfect Tenses	64
X.	Special Forms in Nouns. Principal Parts of Verbs .	71
XI.	General Review of Nouns. Gender	77
XII.	Strong Declension of Adjectives. Notes on Adjectives .	82
XIII.	Strong Verbs, Principal Parts. Transposed Order .	89
XIV.	Strong Verbs (continued). Word-Order. Complex Sen- tences	95
XV.	Prepositions with Single Cases. Zu with Infinitive .	102
XVI.	Prepositions with Dat. or Acc. Prepositions as Adverbs .	107
XVII.	Subjunctive (Simple Forms). Some Uses of	112
XVIII.	Subjunctive (Compound Forms). Condensed Depen- dent Clauses	117
XIX.	The Conditional. Mixed Verbs. Tun	123

LESSON	PAGE
XX. Comparison of Adjectives	128
XXI. Modal Verbs, Forms. Some Uses of	133
XXII. Modal Verbs (continued). Senses of	139
XXIII. Personal Pronouns. Forms. Use in Address. Word-Order	143
XXIV. Verb-Prefixes (Inseparable). Possessives.	149
XXV. Compound Verbs (Separable)	154
XXVI. Variable Verb-Prefixes. Special Forms. Word- Order	159
XXVII. The Demonstratives	163
XXVIII. Reflexive Verbs. The Interrogatives	167
XXIX. The Relatives	173
XXX. Impersonal Verbs. Uses of <i>es</i>	178
XXXI. The Indefinites	183
XXXII. The Passive	187
XXXIII. Auxiliaries <i>haben</i> and <i>sein</i> . Verb-Forms (Summary).	195
XXXIV. Adverbs	200
XXXV. Conjunctions	206
XXXVI. Prepositions	213
XXXVII. Spurious Prepositions	218
XXXVIII. The Numerals (Cardinal)	222
XXXIX. Numerals (Ordinal)	226
XL. Interjections, Parts of Speech (Summary)	231

Part III.

SYNTAX OF THE PARTS OF SPEECH.

XLI. The Articles	236
XLII. Peculiarities in Nouns	239
XLIII. Cases — The Genitive	242
XLIV. The Genitive (continued)	245
XLV. The Dative	248
XLVI. The Accusative.	252
XLVII. The Verb: Concord The Tenses	255
XLVIII. The Subjunctive Mood. The Contingent Subjunc- tive	259
XLIX. The Indirect Subjunctive	262

Contents.

vii

LESSON	PAGE
L. The Unreal Subjunctive. The Conditional. The Imperative	266
LI. The Modal Verbs	269
• LII. The Infinitive	273
LIII. Infinitive Equivalents	277
LIV. The Participles	280
APPENDIX I: Word-Order (Summary). Repetition or Omission.	
Accent (Summary)	286
APPENDIX II: Word-Formation. Derivation and Composition.	
Relation of German to English	294
APPENDIX III: Word-Forms and Paradigms	309
APPENDIX IV: Alphabetical Verb-List.	325
GERMAN HANDWRITING (Script)	341
VOCABULARIES	349
INDEXES	391

GERMAN LESSON GRAMMAR.

PART I.

ORTHOGRAPHY AND PRONUNCIATION.

ALPHABET.

1. The German Alphabet, as usually printed,¹ is as follows :

GERMAN LETTERS	ROMAN LETTERS	GERMAN NAMES
A, a	A, a	<i>ah.</i>
B, b	B, b	<i>bay.</i>
C, c	C, c	<i>tsay.</i>
D, d	D, d	<i>day.</i>
E, e	E, e	<i>ay.</i>
F, f	F, f	<i>eff.</i>
G, g	G, g	<i>gay.</i>
H, h	H, h	<i>hah.</i>
I, i	I, i	<i>ee.</i>
J, j	J, j	<i>yot.</i>
K, k	K, k	<i>kah.</i>
L, l	L, l	<i>ell.</i>
M, m	M, m	<i>emm.</i>

¹ The German is obviously a modification of the usual Roman (English) type. The latter, called in Germany the "Latin," is also now much used, especially in scientific works.

There is also a distinct German script — of which examples are given at the end of the book. But the common Roman script is also in use, and may be allowed, optionally, in writing German — at least for beginners.

GERMAN LETTERS	ROMAN LETTERS	GERMAN NAMES
N, n	N, n	<i>enn.</i>
O, o	O, o	<i>oh.</i>
P, p	P, p	<i>pay.</i>
Q, q	Q, q	<i>koo.</i>
R, r	R, r	<i>err.¹</i>
S, s	S, s	<i>ess.</i>
T, t	T, t	<i>tay.</i>
U, u	U, u	<i>oo.</i>
V, v	V, v	<i>fow.</i>
W, w	W, w	<i>vay.</i>
X, x	X, x	<i>ix.</i>
Y, y	Y, y	<i>ipsilon.</i>
Z, z	Z, z	<i>tset.</i>

The "round" *ß* is used only at the end of a word or of a syllable.

2. (a) Note also the modified vowels:

Ä, ä; Ö, ö; Ü, ü.

(b) The diphthongs:

Äi, ai; Ei, ei; Eu, eu; Au, au; Üu, üu.

(c) The combinations, expressing simple sounds:

ch; ph; fch; th.

(d) And the following substitutes for double letters:

ff (for ff); ß (for fß); ts (for ts).

NOTE. — Several letters, very much alike, should be noted: *ß, B; C, E; R, N, H; O, D; f, i; n, u; r, x.*

Any one of the earlier exercises may be used for practice in spelling. Let the German letters, *especially the vowels*, be called by their German names. Note that all nouns begin with capitals.

¹ Pronounced as in *error*.

PRONUNCIATION.

REMARK. — 1. Only general directions can be given here: pronunciation must be learned by imitation and by practice. But if, ~~not~~ ^{not} correctly learned at first, it becomes more difficult afterwards.

2. Yet, while it is important that every German word shall be learned at first with its correct pronunciation, it is not intended that the whole of this chapter shall be studied in advance. With such help as may be needed from the teacher, the Grammar proper should be begun as soon as possible.

3. In general the sounds of the letters, the quantity of the vowels, the accent and the orthography are much more regular in German than in English. Except sometimes *h*, and *e* in the digraph *ie*, there are no silent letters.

Vowels — Quantity.

NOTE. — In the following examples, accent the first syllable, unless otherwise marked (').

Let all examples be pronounced in advance by the teacher.

4. A vowel is long :

(a) When followed by silent *h*; as, *Uhn*, *Reh*, *ihh*, *Dhm*, *Uhr*.

(b) In accented syllables, when ending the syllable, and usually before a single consonant; as, *Ta'-ges*, *he'-ten*, *lo'-ben*; *gab*, *ber*, *Tob*, *Mut*. (Monosyllables count as accented).

NOTE. — For exception, in a few monosyllables, see §21, note.

(c) Diphthongs and double vowels are always long.

5. A vowel is short :

(a) Before a double consonant, and usually before two consonants within a word-stem; as, *matt*, *hell*, *loß*, *bumm*; *baß*, *Heß*, *dort*, *bunt*. A consonant is often doubled to indicate a short vowel.

(b) But a long sound is retained before affixes (of inflection, derivation, or composition); as, *lōb-te* (tense); *zāg-a* (case); *zāb-jal* (derivative); *blūt-triefend* (compound).

(c) A vowel is short in unaccented affixes (prefixes or suffixes); as, *bē-kam'*, *Gē-bet'*, *vēr-alt'-ët*, *lōb'-ën*, *Gē-mahj'-in*.

Vowel Sounds.

NOTE 1.—The following rules are, in general, only approximate, and subject to careful correction by the teacher, under oral practice.

NOTE 2.—The German vowel sounds are, in general, purer than in English. Thus, in English, the sound of *a* in *fate*, and of *i* in *fine*, shade into the sound of *ee*; that of *o* in *hope* into *u* (*oo*). This “vanish” must be carefully avoided in German.

6. *A, a*, has the sound of *a* in *father*, long or short. Long: *gab*, *nahm*, *bat*; short: *Fall*, *fann*, *band*.

7. *E, e*, has different values, in part according to accent:

(a) In accented syllables, when long, like *a* in *fate*; as, *geh't*, *Meh'l*, *feh'r*; *be'ten*, *ge'ben*, *leg'te* (Note 2). Short, like *e* in *met*; as, *denn*, *hell*, *nett*; *stel'len*, *fel'ten*, *ren'nen*.

(b) In unaccented syllables, *e* (short) is more or less slurred, like *e* in *darken*; as, *bē-kam'*, *gē-bar'*, *e'bēl*, *e'bēn*, *lōb'tēn*; and, especially when final, like *u* in *but*; as, *lobe*, *lobē*, *Matro'fe* — where the sound of *e* in *met* is especially to be avoided.

8. *I, i*, long, sounds as *i* in *machine*; as, *mir*, *dir*, *ihm*, *ſge't*; short, as *i* in *pin*; as, *gilt*, *biſt*, *iſt*. The long sound of *i* is, however, usually expressed by the digraph *ie*; as, *die*, *Liebe*, *ſieben* (§ 20).

9. *O, o*, long, sounds as *o* in *hope*; as, *loſen*, *toben*,

hohl (Note 2). Short, as sometimes heard in *off*, *doll* — midway between *awe* and *owe*; as, toll, Gott, Sonne, (never as in *hot*).

10. *u*, *u*, long, sounds as *oo* in *boot*; as, gut, Uhr, nur. Short, as *oo* in *good*; as, Sund, summen, null. (For *u* in *qu*, see § 27.)

11. *y*, *y*, (in foreign words only) sounds usually as *i*; as, Tyrann', Iristh. Some prefer, in Greek words, the sound of *ü* (§ 15).

12. The double vowels *aa*, *ee*, *oo*, sound like the single long vowels; as, Saar, Saal; Beet, Meer; Boot, Moos. The vowels *i*, *u*, and the modified vowels (below), are never doubled.

Double vowels are now in less common use than formerly.

Modified Vowels — Umlaut.

REMARK. — 1. The modification of *a*, *o*, *u*, all to *ä*, *ö*, *ü*, known as *Umlaut*, is a most important process in German inflection and derivation. Traces of it occur in English; as, *man*, *men*; *old*, *elder*; *to fall*, *to fell*, etc.

2. The umlaut was formerly expressed as a diphthong, *ae*, *oe*, etc. This form is still sometimes written — though now incorrectly — in the capitals *He*, *De*, etc.

3. The diphthong form, however, is still used in some proper names, as *Goethe*, etc.; and so, regularly, in English transliteration; as, *Kuehner*, *Mueller*, etc.

13. *ä*, *ä*, long, sounds nearly as *e* in *where*; as *Säge*, *prägen*, *mähen* — though often sounded quite like German *ē* (§ 7, *a*); short, nearly like short *e* (as in *met*); as, *hätte*, *Bäcker*, *Männer*.

14. *ö*, *ö*; round the lips as if to sound *o* in *so*; then

try to give *a* in *ale*. Long: öde, Öfen, schön; short: öffen, können, könnte.

NOTE.—The vowel-sounds in *burn*, *burnt*, are our nearest equivalent; but the lips are distinctly more rounded in German. An *r* sound must be avoided.

15. *ü*, *ii*; round the lips as if to sound *u* in *rule*; then try to give *e* in *me*. Long: Hütte, Schüler, übel; short: Hütte, jüßen, Bürste.

NOTE.—The sounds of *ö* and *ii* (French *eu*, *u*) require special attention.

16. Modified vowels are never doubled. Hence a double vowel is written single when requiring modification. As: Saal; plural, Säle.

NOTE.—Remember that only *a*, *o*, *u*, and the diphthong *au*, can be modified. Hence all rules for such modification (hereafter) apply to these only. These are known as *back* (or *low*) vowel sounds; all others as *front* (or *high*). For *äu* see below, §19.

Diphthongs.

17. *ai*, *ai* } like *ai* in *aisle*: Mai, Saite, Hain; Blei,
Ei, *ei* } fein.

NOTE.—The old forms *ah*, *eh* are now obsolete (except in some proper names).

18. *Äu*, *au*, like *ou* in *house*: Haus, laufen, heraus'.

19. *Äu*, *äu* } nearly like *oi* in *oil*: Bäume, Gänge; Gule,
Eu, *eu* } treu.

20. The digraph *ie* usually represents only the long sound of *i* (§8). But in the unaccented ending of some words of Latin origin the two vowels are both slightly

heard; as, *Fami'lie*, *Li'nie*, *Spa'nien*. But not so in accented finals; as, *Melodie'*, *Poesie'*. Similarly *-ier*; as, *Spa'nier*, *Spaniard*; but *Offizier'*, *officer*, etc.

Vowel Pronunciation — Review Exercise.

21. Consonants as in English. Accent as heretofore, on first syllable, unless otherwise marked.

1. *Long*: *bat*, *Bahn*, *baar*; *dem*, *fehl*, *Beet*; *mir*, *ihr*, *die*; *rot*, *Dhr*, *Moos*; *du*, *Gut*, *Huhn*; *Käse*, *Bär*, *Ähre*; *lösen*, *Töne*, *Höhle*; *Blüte*, *Bühne*, *über*; *Gain*, *Kaiser*; *feil*, *Pein*; *laut*, *Maus*; *Bäume*, *Träume*; *Leute*, *neun*.

2. *Short*: *Affe*, *Mann*, *Ratte*; *Bett*, *Kest*, *Gebell'*; *Wissen*, *trifft*, *Helbin*; *Rock*, *toll*, *Ort*; *bunt*, *null*, *Puppe*; *älter*, *Gäste*, *glätten*; *Hölle*, *könnte*, *Röcke*; *Fülle*, *Rüssen*, *Mütter*.

3. *Contrasted*: *Saat*, *fatt*, *lassen*, *lasen*, *Fell*, *fehlen*, *den*, *denn*, *bitten*, *bieten*, *irre*, *ihre*, *Ton*, *Tonne*, *offen*, *Ofen*, *Mut*, *Mutter*, *unten*, *bäte*, *Bälle*, *Höhle*, *können*, *Orter*, *Ofen*, *füllen*, *fühlen*, *Hüte*, *Hütte*, *Herr*, *Heer*, *ihn*, *innen*.

NOTE.—Some exceptions from general rules are here added for reference or for practice.

a. *Short vowels in some monosyllables*: *ab*, *an*, *bin*, *bis*, *das*, *des*, *es*, *gen*, *hat*, *hin*, *in*, *man*, *mit*, *ob*, *um*, *von*, *was*, *weß*, *weg* (adverb); and a few others when without stress.

b. *Long vowels before two consonants*:

(1) Before *rd*, *rt*: *Erde*, *Herb*, *Pferd*, *werden*; *Art*, *Bart*, *zart*, *Schwert*, *wert*; *Geburt'*, and others.

(2) Before *st*: *Kloster*, *Ostern*, *Trost*; *düster*, *husten*, *Schuster*, *wüßt*; or when *st* is final: *Obst*, *Papst*, *Probst*.

(3). In a few other words: *Magd, Mond, Bogt, flets*, and some others.

Such exceptions should be noted as they occur in reading.

Consonants.

Sounds not here given are the same as in English.

NOTE. — The terms “initial” and “final” as here used apply to syllables as well as to words. Observe that a consonant between two vowels sounds with the following vowel; and that two consonants between vowels are separated (unless a mute and a liquid, §62).

22. When final, or preceding a consonant affix, *h, b* have the corresponding sharp (surd) sounds of *p, t*, respectively; as, *ab, gelb, ab-geben, gehabt'*; *milb, Abend, Stüb-lein*.

23. *Œ, c*, now used only in foreign words, sounds like *ts* before front vowels (§16, note): *Cäfar, civil', Cöpprus*; elsewhere like *k*: *Cato, Coder, Claudius*.

24. (a) *Œ, g*, initial (in word or syllable) or doubled, sounds like *g* in *go*: *geben, gegen, Flagge*; also (usually) *Tage, bñge, Krüge, Rñnige*, etc. When final, or preceding a consonant in the same syllable, it is usually a guttural spirant after back vowels; a palatal spirant after front vowels. As, *Tag, bog, Krug, Magd, sagt*; *Weg, Berg, birg, Krieg, lñgt*. (See §34).

(b) But there is much diversity of usage. Some authorities retain the spirant sound before an added vowel; as, *Tag, Tage*; *Krieg, Kriege*; others, only in the ending *-ig*; as, *Rñnig*. And others give to *g* final the sound of *k*; as, *Tag (Taf)*, as §22.

NOTE. — In the absence of special instruction by a teacher, the sound of *g* in *go* may be safely used.

(c) *G*, *g*, is fully heard before *n*; as, *Gnade*; likewise, *f*; as, *Knabe*. For *g* in some foreign words, see §46, *b*; for *ng*, see §38.

25. *Š*, *h*, beginning a word, or a distinct word-element (as in compounds or derivatives), is strongly aspirated; *Hammer*, *Held*; *da-hin*, *ge-horſam*, *ſaul-heit*. Otherwise it is silent (after a long vowel, §4, *a*); as, *gehen*, *ſehen*, *maſſen*, *Ruhm*, *ſah*.

26. *ſ*, *j*, sounds like *y* in *you*: *ja*, *jeder*. (See also §46, *b*).

27. *Q*, *q*, like *k* — the following *u* slightly sounded (§31): *Qual*, *Quelle*.

28. *R*, *r*, is sounded more distinctly than is usual in English: *Rad*, *rot*, *Bart*, *Geburt*.

Observe that the vowels are pronounced distinctly before *r*, — not slurred, as in English: *her*, *Hirt*, *Furt*, etc.

NOTE. — The distinction — as well as the choice — between the “lingual” (rolled) and “uvular” (or palatal) *r* must be learned from the teacher.

29. *Œ*, *f*, *ſ* sounds:

(a) As sharp (surd) *ſ* only after a vowel in the same syllable, or when doubled; as, *dieſ*, *Hauß*, *Glaß*, *Raſt*, *eſſen*.

(b) Initial (in word or syllable), like a very soft *z* (or *sz*); as, *Sonne*, *Sohn*, *Haſe*, *Gläſer*, *leſen*.

(c) But initial before *p*, *t*, like a soft *sz*: as, *ſpringen*, *Spule*, *ſtall*, *ſtehen*, *Stein*; and in compounds; as, *entſprin'gen*, *be-ſte'hen*.

30. **ß, v**, in German words, and always when final, like *f*: as, *Wasser*, *voll*, *vier*; *brav*, *relativ*. (See §46, *d*).

31. **W, w**, like English *v*; but with only slight labial contact, after a consonant: as, *was*, *Wer*, *wollen*; *Schwamm*, *Schwester*, *zwei*. Some authorities give this sound in *qu* (§27).

32. **x, x**, like *ks*; as, *Art*, *Hege*, *Kerxes*.

33. **z, z**, like *ts*, sharp, never like English *z*; as, *Herzog*, *heizen*, *Holz*, *ziehen*, *zu*.

Consonant Groups.

Here are included digraphs or trigraphs, giving only a single or combined sound; and substitutes for double letters (§2).

34. **Ch, ch**, is a spirant (breath-sound) guttural or palatal, according to the preceding sound.

After the back (low) vowels, *a*, *o*, *u*, *au*, it is a deep guttural or throat aspirate; after other vowels or a consonant, it is a higher, thinner palatal spirant, formed over the tongue. These sounds must be carefully practiced with the teacher. As: *Bach*, *Loch*, *Buch*, *auch*, *Tochter*; *ich*, *reich*, *riechen*, *stechen*, *manch*, *Reich*, *Furcht*, *Töchter*.

For *ch* in foreign words, see §46, *a*.

NOTE. — The pronunciation of *ch* (also of *g* when spirant, §24) is a crucial point in German. The guttural sound may be formed by trying to pronounce *k*, yet without complete closure of the organs; as, *Loch*, *Loch*. The palatal sound may be formed by pressing the tongue firmly against the lower teeth, and trying to pronounce *dish* or *shg*. Once formed, the sounds should be carefully practiced till familiar — avoiding on the one hand the closed sound of *k*; on the other the sibilant sound of *sh*.

Thus, *Bach*, not *Bač*, nor *Ba[č]*; *ich*, not *if*, nor *if[č]*; *Kirche*, *church*; *Kir[č]he*, *cherry*, etc.

35. *ts* sounds as *ks*: *Tuch*s, *Tüch*se. (But see §45, *d*).

36. *ff* stands for *ff*, after short vowel: *büch*er, *stec*ken.

37. *dt*, after short vowel only, sounds as *tt*: *Stadt*, *Städ*te.

38. *ng* sounds as in *sing*, *singer*, not as in *finger*; *as*, *fang*, *singen*, *lange*, *jung*, *jünger*. The like nasal sound is heard in *nt*; *as*, *fant*, *sint*en. (But see §45, *d*).

39. *Pf*, *pf*, combines quickly *p* and *f*: *Pfer*d, *Pfl*ug.

40. *Ph*, *ph*, now in foreign words only, sounds *f*: *Phi*losophie', *Prophet*'.

41. *sch*, *sch*, like English *sh*: *Sch*iller, *Tsch*.

42. The digraph *ß* (*ess-tset*), pronounced *ss*, is always used when final or before a consonant. Before a vowel *ß* is written after a long vowel or diphthong; *ff*, after a short vowel. As, *Haß*, *haß*te; *äße*, *hieße* (long); but *hass*en, *flöß*se (short).

Thus *ß* or *ff* before a vowel indicates quantity, but not elsewhere. As: *Fuß*ß, *foot*; *Fluß*ß, *river*; plurals: *Füß*ß, *Füß*ße.

NOTE. — In writing German with Roman letters *ß* is written usually with *sz* (or *ß*), but also *ss*. Usage is not settled.

43. *Th*, *th*, sounds like simple *t*: *Rath*e'ber, *Thron*.

NOTE. — This digraph was formerly used in German words to mark a following long vowel; as, *Th*at, *Th*or, *th*un (and earlier still more largely). But by latest rules its use is now restricted to foreign words or proper names (see §63). (See also §45, *d*).

44. *z*, pronounced *ts*, is used for *zz* immediately after a short vowel; as, *Hitzē*, *Platz*; but *Salz*, *kurz*, etc.

A few foreign words have *zz*; as, *Skizze*, *sketch*.

NOTE. — The combinations *ch*, *ph*, *sch*, *ff*, *th*, which represent simple sounds, are never separated in writing; and, as they cannot be doubled, they do not indicate quantity (except *ff*, as §42).

Uncombined Letters.

45. In addition to the above combinations, the use of double vowels with long sound (§12) and of double consonants indicating short vowels (§5) has been stated. But when successive letters belong to different word-elements, they are not combined, but are pronounced separately. As:

(a) Like vowels: *be-er'digen*, *ge-en'det*, *Ge-nug'-tu-ung*.

(b) Unlike vowels: *be-ach'ten*, *ge-impft'*, *be-ur'-teilen*.

(c) Like consonants: *Ab-bild*, *an-nehmen*, *des-selben*, *mit-teilen*.

(d) Unlike consonants: *Dach's* (for *Dach'es*), *durch-fu-chen* (§35); *Land-tag* (§37); *an-gehen*, *un-ger'n* (§38); *Haus-chen* (§41); *ent-halten* (§43).

(e) As already indicated (§5) letters or syllables thus added do not affect quantity. As *Bet-pult*, *prayer desk*; *Blut-s-tropfen*, *drops of blood* — the quantity of the stem-vowel remaining unchanged.

Foreign Words.

46. Some words of foreign origin retain peculiarities in pronunciation:

(a) *Ch*, *ch*: in words from Greek, like *χ*: *Chaos*, *Christ*; in a few words, as palatal spirant before *front* vowels

(§34): *Chemie'*, *Chirurg'*; in words from French, like *sh* (*sch*): *Chef*, *Chiffre*.

(b) *Ch*, *g*; *Ch*, *j*: in words from French, *g* before front vowels, and *j*, sound as in French (= *z* in *azure*): *Genie'*, *Loge*; *Journal'*, *Jalousie'*.

(c) In words from Latin (or French) *t* before unaccented *i* (*ti*), followed by a vowel, sounds as *ts* (German *z*): *Nation'*, *national'* (where English sounds *sh*):

(d) *B*, *v*, in foreign words, except when final, sounds as *v* (§30): *Venus*, *Novem'ber*.

(e) *W*, *w*, in English words, as in English: *Washington*, *Whig*.

There is, also, some diversity in the orthography of foreign words.

47. Consonant Pronunciation — Review Exercise.

1. *Monosyllables; the initial consonants*: *Geist*, *Gneiß*, *Knall*, *Zinn*, *Zahl*, *Seil*, *Sohn*, *wenn*, *wo*, *voll*, *vor*, *was*, *ja*, *Jahr*, *pfiff*, *schnell*, *Gier*, *ging*, *zehn*, *Sprung*, *Stall*, *sohl*, *rauh*, *roh*, *quer*.

2. *The final consonants*: *ah*, *Bad*, *Tag*, *log*, *loch*, *auch*, *ich*, *Krieg*, *Reich*, *Holz*, *Dichs*, *taugt*, *Talg*, *Schild*, *Rath*, *Pferd*, *Grab*, *Sieg*, *sich*, *stach*, *Speck*, *Sack*, *Scherz*, *mild*, *gleich*, *Wach*.

3. *Promiscuous German words; accent first syllable*: *Tochter*, *Töchter*, *Vater*, *Väter*, *Better*, *Wetter*, *essen*, *Besen*, *trogen*, *springen*, *stehen*, *tragen*, *fragte*, *Dichtung*, *gegen*, *Gnade*, *Knabe*, *jeder*, *Finger*, also, *Träne*, *Achtung*, *Füchse*, *jünger*, *heissen*, *heizen*, *zogen*, *sprechen*, *stecken*, *lesen*, *gießen*, *scherzen*, *Lücke*, *Lüge*.

4. *Foreign; accent as marked*: *Citro'ne*, *Ga'ge*, *Genie'*, *Nation'*, *national'*, *Chemie'*, *Journal'*, *Jalousie'*, *Patient'*; *Chro'nif*, *Charak'ter* (Greek); *Chara'de*, *Concert'*, *Ba'se* (French).

ACCENT.

48. Voice stress in pronunciation is called *accent*. The syllable on which such stress falls is said to be accented, or *tonic*.

There are degrees of accent. But the following rules include only the chief, or principal, accent.

Accent of German Words.

49. In uncompounded words the chief accent falls on the root-syllable; not on prefixes or suffixes. As: lie-[•]ben, *to love*; lieb'-lich, *lovely*; ge-liebt', *loved*.

Hence, as suffixes are far more common than prefixes, the accented (root-) syllable is, most usually, *the first*.

50. But the chief accent falls on the following — not root-syllables:

(a) The negative prefix un- (usually): Un'-sinn, un'treu.

NOTE. — On un- the accent is quite constant in nouns; in adjectives, also usually, especially when the simple form is in use; but with exceptions, usually verb-derivatives. Details must be learned by experience.

(b) The prefixes ant-, er3-, ur-: Ant'wort, Er3'engel, ur'alt.

(c) The noun suffix -ei, and the verb suffix -ier(en), in consequence of their foreign origin: Schmeich'elei', fol'gie'ren.

(d) In a few adjectives in -haftig; as, wahr'haftig; and in leben'zig, *alive* (from le'bend, *living*).

REMARK. — Special details must be learned by experience. It is not easy to determine just how much should be given for beginners — perhaps better too little than too much.

51. (a) In longer words there will be also (as in English)

a distinct secondary accent, or accents, besides unaccented syllables. (As: pro'babl'ity; in'divis'ibil'ity). These must be learned by experience. As: Zu'frie'denheit, Un'zufrie'denheit, etc.

(δ) In general, all prefixes and suffixes with short e are unaccented; as, Ge'fah'r'en, ge'fähr'-lich'-er, Röö'n'igē.

Accent of Compound (German) Words.

52. In compound words each component is pronounced with its own proper accent, the principal accent falling on one component; while the accented syllable of the other receives a distinct secondary accent.

(a) In compound nouns and adjectives the principal accent falls on the first component; as, Werk'-zeug, Schul'hauß, Schul'leh'rer; lieb'reich', lie'bevoll'.

(b) Also in compound verbs (proper), the chief accent falls on the first component; as, dank'-sa'gen, teil'-neh'men, an'-fan'gen, aus'-ge'h'en.

NOTE. — This rule includes all “separable” verb compounds (§219).

(c) But in the so-called compound verbs (and their derivatives) formed with “inseparable prefixes,” the chief accent falls on the root-syllable of the verb — the inseparable prefixes never being accented — as if forming derivatives rather than compounds (§49). As: be'steh'en, entla'ssen, verder'ben, Gebrauch', Verlu'st', etc.

NOTE. — The inseparable prefixes are be, emp, ent, er, ge, ver, zer, and sometimes a few others (§213).

(d) In other parts of speech — pronouns and indeclinables — the chief accent falls usually on the second component. As: der-jel'be (*pron.*); da-mit', wo-von' (*adv.*); ob-gleich' (*conj.*). Occasional variations must be learned by experience.

53. The most important exceptions are:

(a) Compound adverbs which are in form adjectives or noun-phrases; as, *merkwürdig*, *keineswegs*, *by no means*; etc.

(b) Compound adverbs whose first component modifies (determines) or depends on the second; as, *diesmal*, *this time*; *demnach*, *according to that*, etc.

(c) Some compounds of *all*, *all*; as, *allein*, *alone*; *allmächtig*, *almighty*; *allgemein*, etc. A few other exceptional or variable cases are to be learned by experience.

In general, it may be observed that the principle of accentuation in German is the same as in English — only more regular and uniform.

Accent of Foreign Words.

54. The general principle is, that foreign words retain the same accent as in their original language. As most of them are from French with final accent, or from Latin or Greek with an inflectional syllable dropped, the accent is, generally, on the last syllable. The same principle will also generally explain the exceptions to this rule, as well as the change of accent in some cases when suffixes are added. But there are many irregularities.

55. (a) Foreign words usually accent the last stem-syllable: *Advokat*', *Musik*', *Student*', *Bibliothek*', *Nation*', *Melodie*', *regieren*.

(b) But with many exceptions: as, *Botanik*', *Grammatik*', *Doktor*, *Charakter*, *Studium*, *Familie* (§26), etc.

(c) The general principle (§54) is also shown in proper

names: Cä'sar, Cī'cero, Hōraz', Vergīl', Ma'rius, Ju'lie, Emī'sie (Latin); but: Dari'us, Ori'on, Mari'a, etc.

56. Some foreign words, following the same principle, shift the accent when suffixes are added: as, Dok'tor, *pl.* Dokto'ren; Chara'cter, *pl.* Charakte're; Natiōn', national', Nationalität'.

So especially, when a German suffix is added to a foreign stem; as, Melodie', melo'diſch; Katholik', katho'liſch, etc.

57. In some cases foreign words are completely naturalized and then take German accent; as, Fen'ster (Lat. *fenestra*) window.

NOTE. — In general, foreign words may be recognized by their similarity to English words of like derivation, though in English the accent has more usually been shifted.

58. Accent — Review Exercise.

1. *German words with prefix; accent root*: Beruſ', Empfang', Erſaß', Verluſt', entging', mißlang', erfuhr', verlor', gelang', Gebrauch', Geleit', zerriß', Verlag', geliebt', beſtellt', verſtand'.

2. *German words with suffix or suffixes; accent root*: Ach'tung', ehrlich', leben', lebend', Tugend', artig', fürchtſam', friedlich', Wohnung', Wohnungen', Übung', Übungen', reinlich', Reinlichkeit', finſter', Finſternis'.

3. *German words with prefix, and suffix or suffixes; accent root*: berufen', empfangen', erſehen', verloren', entgegen', Zerlegung', Zerlegungen', zerriſſen', geliebte', Erfahrung', Erfahrungen', gelegen', Gelegenheit', Gelegenheiten', verſtehen', Verſtändnis', Verſtändniſſe'.

4. *German compounds (nouns)*: Aus-gang', Bei-ſtand', Oſt-wind', Groß-my'tter'; (*adjectives*): taub-ſtumm', ſee-frank', lebens-würdig'; (*verbs*): aus-gehen', bei-ſtehen', haus-halten', frei-ſprechen';

(*pronouns*): der-selbe, das-selbe, der-jenige; (*adverbs*): da-bei, her-vor, vor-über; (*conjunctions*): je-doch, so-bald, ob-wohl, etc.

3. For examples of foreign words, see §55. For brief Summary of Accent, see p. 290.

Use of Capital Letters.

REMARK. — The following paragraphs are added for reference, and might be omitted at first:

59. A capital initial is used in German as in English. Except: German uses capitals —

1. (*a*) In all nouns and words used as nouns: as, der Gute (*adj.*), *the good man*; ein Reisender (*participle*), *a traveler*; das Streben (*infinitive*), *the effort*, etc.

(*b*) Also in indefinite phrases, like etwas Gutes, *something good*.

(*c*) But not in nouns used otherwise than as nouns; as, abends (as *adverb*), *in the evening*; ein paar (as *indefinite*), *a few*, etc.; nor in pronominals; as, nichts anderes, *nothing else*; die anderen, *the others*, etc.

2. In personals and possessives, when used in complimentary or figurative (idiomatic) sense (except the reflexive *sich*). As: (*a*) The second singular (Du, etc.), now only in letters.

(*b*) The third plural (Sie, etc.), when used for the second person.

(*c*) The second plural (Ihr, etc.), when used for a singular person.

(*d*) The third person (Er, Sie, etc.), when used (rarely) for the second.

These uses will be more fully stated hereafter (§210).

3. German omits capitals: (*a*) In the pronoun *ich*, *I*.

(*b*) In proper adjectives, when generic: as, englisch,

English; deutſch, *German*; lutheriſch, *Lutheran*, etc. But (ſpecifically): die Grimmiſchen Märchen, *the Grimm Stories*, etc.

Punctuation.

60. The marks of punctuation are the ſame as in *English*; but *German* punctuation is closer than ours, eſpecially in the freer uſe of the comma. Note examples in reading.

(a) In general, *all* dependent clauses are punctuated with a comma — including alſo infinitive phrases, if containing any modifier (now leſs ſtrictly than heretofore).

(b) But the comma is not uſed with parenthetical words (as, *however*, etc.), nor between the members of a contracted ſentence connected by *und*, *and*.

Other Orthographic Signs.

61. Theſe will be noted only ſo far as different from *English*.

(a) **Emphasis**: The emphatic force of our *italic* letters is expreſſed by printing the letters apart (*geſperrt*, *spaced*); as, ein Wort, "*one* word"; and ſometimes by uſe of a capital initial.

(b) **The Hyphen** (z) is leſs uſual in compounds than in *English*. It marks alſo the omiſſion of a component common to two or more words; as, Sonnt- und Feſttag, *Sundays and holidays*.

(c) **The Apostrophe** marks omiſſion; as, iſſ' for iſſe; heil'ge for heilige, etc. It is not uſed, however, in the moſt common forms; as (genitive), Tag's for Tages, etc., but occurs when the genitive s cannot be added; as, Demoſthēſes' Reden, etc. — and in ſome other more unuſual contractions.

Division of Syllables.

62. (a) A consonant between two vowels goes with the latter — the combinations *ch*, *sch*, *ph*, *th*, *f* being treated as single letters. As: *tre-ten*, *la-chen*, *A-ße*, *bü-ßen*.

(b) Two consonants will be divided; as, *Freun-de*, *Waf-fer*, *seg-nen*. But not a mute and a liquid; as, *A-pril*'.

(c) But compounds and derivatives will be divided according to their component parts; as, *dar-aus*, *Donners-tag*, *Rös-chen*, etc.

THE NEW (OFFICIAL) ORTHOGRAPHY.

REMARK. — In recent years, by official action of Germany, Austria and Switzerland, German orthography has undergone considerable modifications, in the direction of greater uniformity and simplicity. German books are now printed, more or less fully, in the new orthography. But in using earlier books, the student must know certain changes, some of which have already been noted.

The rules of the New Orthography, with a list of the most important words affected thereby, are published in a convenient pamphlet: "*Regeln für die deutsche Rechtschreibung nebst Worterverzeichnis*," Berlin, 1902.

For convenience of reference, a few of the more important changes are here added.

63. The following rules of the new orthography are important to be known, in using earlier texts, dictionaries, etc.:

1. Vowels: (a) modified capitals, *Ä*, *Ö*, *Ü* — not *Ae*, *Oe*, *Ue*.

(b) Single for double vowels in many words; as, *har*, *Herde*, *Los*, etc.; while in some other words the double vowel is retained; as, *Haar*, etc. (See Note below.)

(c) *ie*, not *i*, in the verb suffix *-ie-ren* and derivatives (§50, c).

(d) *i*, not *ie*, in *gib*, *gißt*, *gibt*, from *geben*, to *give*.

2. **Consonants**: (*a*) *c* now only in a few foreign words; usually substituted by *k* or *ç* (§23); as, *forreht*, *Konzert*, *Offizier*, *Prozeß*.

(*b*) *f*, not *ph*, in all German words; as, *Feu*, *ivy*, *Rudolf*.

(*c*) *s*, not *ß*, in pronoun compounds; as, *beswegen*, *weßhalb*; and in the suffix *-nis*; as, *Gleichnis*.

(*d*) *t*, not *th*, except in foreign words and proper names. See §43.


(*e*) *t*, not *dt*, except after a short vowel; as, *Bröt*, *töt*, (formerly *Brödt*, *tödt*).

3. **Capitals**: The use of capitals restricted, more closely than before, to nouns and words used strictly as nouns.

4. A number of similar words, sometimes confused, are differentiated, and variant forms determined.

NOTE.—Some other variations will be found in older texts; and in some cases diversity of usage still exists. Nor is the new orthography, as yet, quite consistent with itself. But in general, great progress has been effected in both uniformity and simplicity.

In this book the new orthography is used. . .

 *The foregoing chapter has been in part taken from the Joyne-Meissner German Grammar.*

PART II.

THE PARTS OF SPEECH.

LESSON I.

DECLENSION.

64. (a) There are in German two numbers — the Singular and the Plural.

(b) Four cases: the Nominative, the case of the subject; the Genitive, representing, besides the English possessive, most of the relations expressed by the preposition *of*; the Dative, the case of the indirect object, often expressed by *to* or *for*; and the Accusative, the case of the direct object.

(c) Three genders: the Masculine, the Feminine and the Neuter. But the gender of nouns does not in all cases correspond to their meaning.

The Definite Article.

65. (a) The definite article is declined as follows:

SINGULAR.			PLURAL.
<i>masc.</i>	<i>fem.</i>	<i>neut.</i>	<i>masc. fem. neut.</i>
Nom. <i>der</i>	<i>die</i>	<i>das, the</i>	<i>die, the</i>
Gen. <i>des</i>	<i>der</i>	<i>des, of the</i>	<i>der, of the</i>
Dat. <i>dem</i>	<i>der</i>	<i>dem, to the</i>	<i>den, to the</i>
Acc. <i>den</i>	<i>die</i>	<i>das, the</i>	<i>die, the</i>

(b) The following remarks are important:

1. In the nominative and accusative singular the definite article has a distinct form for each gender. Thus

the nominative is conveniently used to mark the gender of nouns; as, *der Tisch, the table*; *die Feder, the pen*; *das Buch, the book*.

2. Except in the masculine singular the accusative is always like the nominative. The genitive and dative feminine are alike, and the genitive and dative neuter are the same as the masculine. In the plural all genders are alike.

These correspondences — which apply also to other adjective words — should be carefully noted.

Some Rules of Gender.

66. As the gender of nouns does not always correspond to their meaning, it should receive especial attention. The following general rules may be remembered:

1. In general, sex names follow the sex — male names being masculine, female names, feminine; but with some exceptions (hereafter).

(a) Generic — or general — names are often neuter, without regard to sex; as, *das Kind, the child*; *das Pferd, the horse*.

2. Names of *things* (without sex) are masculine or feminine or neuter (determined in part by ending — as hereafter).

Hence the gender of such nouns should be carefully noted, and habitually expressed by the article (§65, 1); as, *der Baum, the tree*; *die Blume, the flower*; *das Blatt, the leaf*, etc.

Rule of Syntax.

67. The definite article is regularly used with *generic* and *abstract* nouns; as, *der Mensch, man* (in general); *die Tugend, virtue*; *das Glück, happiness*.

Care should be taken that the article shall agree with its noun in gender, number and case.

REMARK.—The simpler rules of syntax will be stated along with the successive topics. But in general only such will be given as show some peculiarity, or difference from English usage. The most general rules, common to both languages, are taken for granted.

Examples.

Read the following nouns, noting gender ; also case, when this is shown by the form :

der Arm, <i>the arm</i>	der Tisch, <i>the table</i>
die Hand, <i>the hand</i>	die Feder, <i>the pen</i>
das Wort, <i>the word</i>	den Löffel, <i>the spoon</i>
den Hund, <i>the dog</i>	die Gabel, <i>the fork</i>
die Katze, <i>the cat</i>	das Messer, <i>the knife</i>
das Haus, <i>the house</i>	die Tasse, <i>the cup</i>
das Kind, <i>the child</i>	den Stuhl, <i>the chair</i> , etc.

• REMARK.—The question how far attention should be called to the kinship between German and English words, or at what stage of instruction, is left to the judgment of the teacher. The subject of German and English cognates is treated briefly in Appendix II, Section III.

Vocabulary.

der Vater, <i>the father.</i>	gibt, <i>gives, does give.</i>
die Mutter, <i>the mother.</i>	hat, <i>has.</i>
das Kind, <i>the child.</i>	ich sehe, <i>I see, do see.</i>
der Brief, <i>the letter.</i>	ich sehe nicht, <i>I do not see.</i>
das Buch, <i>the book.</i>	sehen Sie? <i>do you see?</i>
wer, <i>who.</i>	hier, <i>here; da, there.</i>
wem (dat.), <i>to whom.</i>	groß, <i>big, large, tall.</i>
wen (acc.), <i>whom.</i>	klein, <i>small.</i>
was, <i>what.</i>	und, <i>and.</i>
wo, <i>where; wie, how.</i>	aber, <i>but; auch, also.</i>
ist, <i>is.</i>	ja, <i>yes; nein, no; nicht, not.</i>

Reading Exercise.

1. Hier ist der Vater. 2. Der Vater ist groß. 3. Da ist die Mutter und hier ist das Kind. 4. Das Kind ist klein. 5. Ich sehe den Vater. 6. Ich sehe auch die Mutter und das Kind. 7. Der Vater hat das Buch. 8. Das Buch ist groß. 9. Der Vater gibt der Mutter (dative) das Buch. 10. Die Mutter hat das Buch. • 11. Hier ist der Brief. 12. Die Mutter hat den Brief. 13. Ich sehe den Brief. 14. Die Mutter gibt dem Vater den Brief. 15. Der Vater hat den Brief. 16. Der Brief ist klein. 17. Das Kind hat den Brief und das Buch. 18. Das Kind gibt der Mutter den Brief und dem Vater das Buch.

Oral Exercise.

(Questions to be answered in German by the pupil, who should form full sentences. As: 1. Der Vater ist hier; 4. Das Kind ist klein, etc.)

1. Wo ist der Vater? 2. Wo ist die Mutter? 3. Wie ist der Vater? 4. Wie ist das Kind? 5. Wen sehen Sie? 6. Was hat der Vater? 7. Wie ist das Buch? 8. Wem gibt der Vater das Buch? 9. Wer hat das Buch? 10. Wer hat den Brief? 11. Wem gibt die Mutter den Brief? 12. Wie ist der Brief? 13. Was hat das Kind? 14. Wem gibt das Kind den Brief? etc., etc.

Written Exercise.

1. The father is there. 2. The child is here. 3. The mother has the book. 4. The book is small. 5. The mother gives the father the book. 6. The father gives the mother the book. 7. I see the book, but not the letter. • 8. The child has the letter and the father has the book. 9. I see the father and the mother. 10. I do not see the child. 11. Who has the letter? The mother has the letter. 12. Do.

you see the letter? No, but I see the book. 13. The father is tall, but the child is small. 14. The child gives the father the letter. 15. To whom does the mother give the book? To the father. 16. Whom do you see? I see the child.

Just how the exercises should be used — whether divided or enlarged, and whether the written exercises shall be required at once or reserved for review, — these questions (and others similar) must be decided by the teacher. The book offers material, but prescribes no method.

LESSON II.

PRONOMINAL ADJECTIVES — DECLENSION.

68. The pronominal adjectives *dieß*, *this* (*these*), *jen*, *that* (*those*), *manch*, *many* (*a*), *solch*, *such*, *welch*, *which*, and, in the singular,¹ *jed*, *each*, *every*, are declined as follows:

	SINGULAR.			PLURAL.		
	<i>masc.</i>	<i>fem.</i>	<i>neut.</i>	<i>masc.</i>	<i>fem.</i>	<i>neut.</i>
Nom.	<i>diefer</i>	<i>diefe</i>	<i>diefes</i>	<i>diefe</i>		
Gen.	<i>diefes</i>	<i>diefer</i>	<i>diefes</i>	<i>diefer</i>		
Dat.	<i>diefem</i>	<i>diefer</i>	<i>diefem</i>	<i>diefen</i>		
Acc.	<i>diefen</i>	<i>diefe</i>	<i>diefes</i>	<i>diefe</i>		
Similarly:	<i>jener</i>	<i>jene</i>	<i>jenes</i>	<i>jene</i>		
	<i>welcher</i>	<i>welche</i>	<i>welches</i>	<i>welche</i> , etc.		

(b) This declension is essentially the same as that of the definite article (the article, however, having *-ie*, *-as*, instead of *-e*, *-es*). The same distinctions and the same correspondences apply, and should again be carefully noted (§65, Remarks).

69. The simple personal pronouns, nominative, are :

¹ Jed— occurs rarely as plural, in the sense of *all*.

Sing. ich, *I* du, *thou, you* er, *he* sie, *she* es, *it*
Plur. wir, *we* ihr, *you (ye)* sie, *they*

—as shown in connection with the verb (§70).

(a) The singular du, and its plural ihr, are used in very familiar address. Du is then *you*.

(b) Instead of these, the third plural, then written with a capital, Sie, is regularly used, in ordinary address, for both singular and plural persons.

(c) Observe that, according to the gender of the noun referred to, er or sie may often mean *it* (§66, 2).

NOTE. — This use (b) of Sie in address is idiomatic, like the English plural *you are*, for *thou art*.

Further uses of pronouns hereafter (Lesson XXIII).

The Verb sein, (to) be.

70.

PRESENT INDICATIVE.

<i>Singular.</i>	<i>Plural.</i>
ich bin, <i>I am</i>	wir sind, <i>we are</i>
du bist, <i>thou art (you are)</i>	ihr seid, <i>you are</i>
er ist, <i>he is</i>	sie sind, <i>they are</i>
sie ist, <i>she is</i>	Sie sind, <i>you are</i>
es ist, <i>it is</i>	bin ich, <i>am I, etc.</i>
	sind Sie, <i>are you?</i>

(a) Observe again: Sie sind is given, *formally*, as 3d plural, but is, *in use and meaning*, a second person, singular or plural.

(b) In 3d person a noun may take the place of the pronoun subject.

(c) The verb is made interrogative by simply placing the subject after it.

71.

IMPERATIVE.

*Singular.**Plural.*sei (du), *be* (thou, you)seid (ihr), *be* (you, ye)seien Sie, *be* (you, sing. or plur.)

(a) In the imperative the pronouns *du*, *ihr*, are usually omitted; but in the polite form *Sie* is always expressed.

(b) Other forms, of imperative meaning, will be given later.

Rule of Syntax.

72. Adjectives, when used as predicate, are uninflected.

NOTE. — In advance of the declension of nouns, a few forms may be supplied to add interest to the paradigms. As:

ich bin der Sohn (*son*)wir sind Knaben (*boys*)du bist der Bruder (*brother*)ihr seid Brüder (*brothers*)er ist der Vater (*father*)sie sind Schwestern (*sisters*)sie ist die Mutter (*mother*)Sie sind Schwestern (*sisters*)es ist das Kind (*child*)sind Sie Schwestern (*sisters*)?Sie sind der Onkel (*uncle*)ist er der Vater (*father*)?sind Sie die Nichte (*niece*)?seien Sie willkommen (*welcome*)sei ruhig (*quiet*)der Vater und die Mutter sind hier (*here*)

and such exercises may be progressively varied by the teacher.

Vocabulary.

aus *aus*, the *nouse*.das Zimmer, the *room*.das Fenster, the *window*.die Thür, the *door*.die Feder, the *pen, feather*.(der) Herr, *Mr., (master, lord, gentleman)*.(die) Frau, *Mrs., (woman, wife)*.Karl, *Charles*.Marie, *Mary*.für, *for* (governs *accus.*).in, *in* (governs *dat.* when no motion to a place implied).neu, *new*; alt, *old*.wohl, *well*; krank, *ill, sick*.gut, *good, kind*; schlecht, *bad*.artig, *well-behaved*.unartig, *naughty*.zu, *too* (adverb).sehr, *very*; oder, *or*.sagt, *says*.antwortet, *answers*.

Reading Exercise.

1. Dieses Haus ist neu, jenes ist alt. 2. Ich sehe dieses Haus, aber nicht jenes. 3. Diese Thür ist zu klein für dieses Zimmer. 4. Jedes Fenster ist zu groß. 5. Diese Feder ist gut, sie ist neu, aber jene ist schlecht, sie ist alt. 6. Hier ist der Brief, er ist für Marie. 7. Da ist das Buch, es ist sehr alt. 8. Der Vater sagt: „Wo bist du, Karl?“ und Karl antwortet: „Ich bin hier in diesem Zimmer.“ 9. Die Mutter sagt: „Sind Sie da, Herr Braun?“ Herr Braun antwortet: „Hier bin ich.“ 10. Frau Braun ist nicht hier, sie ist krank. 11. Wir sind wohl. 12. Manches Kind ist unartig, aber dieses Kind ist sehr artig. 13. Sei artig, Karl! 14. Seid artig, Karl und Marie! 15. Karl und Marie sind artig. 16. „Seid ihr da, Karl und Marie?“ „Ja, Vater, hier sind wir.“

Oral Exercise.

1. Welches Haus ist neu, welches ist alt? 2. Sehen Sie jenes Haus? 3. Wie ist diese Thür? 4. Wie ist jedes Fenster? 5. Welche Feder ist gut? 6. Für wen ist dieser Brief? 7. Wie ist dieses Buch? 8. Was sagt der Vater? was antwortet Karl? 9. Was sagt die Mutter? was antwortet Herr Braun? 10. Ist Frau Braun hier? 11. Sind Sie (bist du) wohl? 12. Wie ist dieses Kind? 13. Sind Karl und Marie artig? 14. Wie ist diese Feder? 15. Wie ist jenes Haus? etc., etc.

Written Exercise.

1. This book is new. 2. That house is big, but this house is too small. 3. Every window is too small for this house. 4. Which pen is good, this or that (one¹)? This

¹ Words in () are not to be translated.

(one) is new. 5. I am in this room and he is in that room. 6. The father says: "Are you there, Charles and Mary?" "Yes, father, we are in this room." 7. The mother says: "Are you naughty, Mary?" and Mary answers: "No, mother, but Charles is very naughty." 8. Are you well, Mr. Brown? Yes, I am well, but Mrs. Brown is ill. 9. The father is not here, he is not well. 10. Here is the book, it is new. 11. Here is the letter, it is for Mary. 12. This pen is bad, it is old. 13. In which room are Charles and Mary? They are in that room. 14. He is there, but she is not there. 15. He is the father and she is the mother. 16. Do you see this letter? it is for Mary. 17. Be good, Mary! 18. Charles and Mary, be good!

LESSON III.

THE INDEFINITE ARTICLE.

73. The indefinite article, *ein*, *an*, *a*, and the indefinite adjective *fein*, *no*, *not any*, are declined as follows:

	SINGULAR.			PLURAL.
	<i>masc.</i>	<i>fem.</i>	<i>neut.</i>	<i>m. f. n.</i>
N.	<i>ein</i>	<i>eine</i>	<i>ein</i>	<i>feine</i>
G.	<i>eines</i>	<i>einer</i>	<i>eines</i>	<i>feiner</i>
D.	<i>einem</i>	<i>einer</i>	<i>einem</i>	<i>feinen</i>
A.	<i>einen</i>	<i>eine</i>	<i>ein</i>	<i>feine</i>

—the indefinite article having no plural.

(a) This declension differs from that of *bießer* (§68) only in the masculine and neuter nominative, and the neuter accusative, *which are without ending* — the entire feminine and plural being formed as §68.

(b) Hence this declension does not distinguish the

gender of masculine or neuter nouns in the nominative singular.

74. (a) By the same declension are inflected the possessive adjectives (used with a noun):

mein,	meine,	mein,	<i>my</i>
dein,	deine,	dein,	<i>thy, your</i>
sein,	seine,	sein,	<i>his (its)</i> (§69, c)
ihr,	ihre,	ihr,	<i>her (its)</i> (§69, c)
unser,	unſ(e)re,	unſer,	<i>our</i>
euer,	eu(e)re,	euer,	<i>your</i>
ihr,	ihre,	ihr,	<i>their</i>
Ihr,	Ihre,	Ihr,	<i>your</i> (§70, b)

NOTE 1. — In *unſer*, *euer*, *e* is usually omitted before endings (§90, b).

NOTE 2. — Observe that *ihr*, *her*, and *ihr*, *their*, have the same forms, and *Ihr*, *your*, is distinguished only by the capital.

(b) The pronominals of this class, when used as pronouns — that is, without noun or with noun “understood,” decline like *dieſer* (§68):

einer,	eine,	eineſ,	<i>one, some one</i>
keiner,	keine,	keineſ,	<i>no one, none</i>
meiner,	meine,	meineſ,	<i>mine</i>
unſrer,	unſre,	unſreſ,	<i>ours</i>
ihrer,	ihre,	ihreſ,	<i>hers or theirs</i>
Ihrer,	Ihre,	Ihreſ,	<i>yours</i>

— and the others likewise.

(c) But (as §72) the uninflected form is usual as predicate; as, *dieſes Buch iſt mein*, *this book is mine*; but: *mein Buch und Ihreſ ſind hier*, *my book and yours are here*.

NOTE. — In the neuter singular nominative and accusative, *eineſ*, *keineſ* often omit *ſ* (*eins*, *keins*); also, in familiar style, *meins*, *deins*, *ſeins*, etc.

75.

Past Indicative of *sein*.*Singular.**Plural.*ich war, *I was*wir waren, *we were*du warst, *thou wast (you were)*ihr war(e)t, *you were*er war, *he was (it was)*sie waren, *they were*sie war, *she was (it was)*Sie waren, *you were*es war, *it was*war ich, *was I? etc.*

NOTE. — Hereafter only one form will be given in the third person, and the interrogative form will be omitted. Let the form with *Sie, you*, be remembered for both single or plural persons. The paradigms may be practiced in phrases. As:

ich war da (*there*)

wir waren da

du warst hier (*here*)

ihr wart hier

mein Vater war da

seine Brüder waren da

seine Mutter war da

meine Schwestern waren da

war sein Kind da?

unsere Kinder waren da

waren Sie da, mein Freund? (*friend*)

waren unsere Freunde da?

Rules of Position (Order of Words).

76. Some of the simpler rules of position, in part already illustrated, are as follows:

1. In simple declarative sentences, introduced by the subject, the verb stands next after the subject. This is known as the *Normal Order*.

2. In independent declarative sentences, when introduced by any adjunct of the verb (not by the subject), the verb stands next before the subject. This is known as the *Inverted Order*. As: gestern war er hier, *yesterday he was here*.

Observe that in both cases the verb has the *second place*.

3. The *inverted order* is used when the verb is interrogative, or imperative (with subject expressed).

NOTE. — The term "subject" here includes the *entire subject*, with its modifiers; the term "adjunct," any adverbial or objective word or phrase depending on the verb. But the term "verb" means only the single *finite*, or *inflected* verb-word; as, *has* and *shall*, in *he has seen*; *we shall go*, etc.

The rules of position are of capital importance.

Vocabulary.

der Bleistift, <i>the pencil.</i>	die Lehrerin, <i>the teacher (female).</i>
die Tinte, <i>the ink.</i>	der Bruder, <i>the brother.</i>
das Papier, <i>the paper.</i>	die Schwester, <i>the sister.</i>
das Stück Papier, <i>the piece of paper.</i>	fertig, <i>finished.</i>
der Garten, <i>the garden.</i>	jetzt, <i>now.</i>
der Gärtner, <i>the gardener.</i>	heute, <i>to-day.</i>
die Schule, <i>the school.</i>	gestern, <i>yesterday.</i>
der Schüler, <i>the pupil, scholar (male).</i>	also, <i>therefore, thus.</i>
die Schülerin, <i>the pupil, scholar (female).</i>	schreibt, <i>writes, is writing, does write.</i>
der Lehrer, <i>the teacher (male).</i>	oder, <i>or.</i>
	sondern, <i>but (after a negative).</i>

Reading Exercise.

1. Hier ist¹ ein Bleistift, eine Feder, ein Stück Papier, aber keine Tinte.
2. Karl hat einen Bleistift.
3. Er schreibt einen Brief.
4. Marie hat eine Feder und ein Stück Papier.
5. Sie ist seine Schwester, er ist also² ihr Bruder.
6. Sie² waren heute in der Schule.
7. Heute waren sie sehr artig.
8. Er ist ein Schüler, sie ist eine Schülerin.
9. Er hat einen Lehrer, sie hat eine Lehrerin.
10. Marie hat keinen Bleistift.
11. Karl gibt seiner Schwester² seinen Bleistift.
12. Marie gibt ihrem

¹ Note the singular verb.

² What two senses possible?

Bruder ihre Feder. 13. Karl sagt: „Wo warst du gestern, Marie?“ 14. Sie antwortet: „Gestern war ich in unsrem Garten, unser Gärtner war da.“ 15. Ist dein Brief jetzt fertig? Ja, mein Brief ist fertig, aber er ist sehr schlecht. 16. Ist dieses dein Buch? Ja, es ist mein, deins war gestern in unsrem Zimmer. 17. Gestern war unsre Mutter krank, jetzt ist sie wohl. 18. Waren Sie gestern in unsrer Schule, Herr Braun? 19. Ja, ich war in eurer Schule, aber du warst nicht da, Karl. 20. In Ihrem Zimmer ist ein Brief für Ihren Vater.

Oral Exercise.

1. Was ist hier? 2. Hat Karl eine Feder oder einen Bleistift? 3. Was schreibt Karl? 4. Was hat Marie? 5. Wer ist Marie? 6. Wo waren Karl und Marie heute? 7. Hat Marie einen Lehrer oder eine Lehrerin? 8. Was gibt Karl seiner Schwester? 9. Was gibt Marie ihrem Bruder? 10. Was sagt Karl? was antwortet Marie? 11. Waren Sie gestern in der Schule? 12. Wer war in Ihrem Garten? etc., etc.

Written Exercise.

1. Where is my pencil? Here is your pencil and also a piece (of) paper? 2. She is writing her letter. 3. She has a pencil, but no pen. 4. He has a pen, but no ink. 5. He is my brother, and she is my sister. 6. The ink is in my room. 7. Mary gives her mother her pen. 8. Charles gives his father his book. 9. His father was in his room. 10. Her mother was in the garden. 11. Our gardener is in our garden; he was ill, but now he is well. 12. Is your garden big? No, it is small. 13. Were you yesterday in our garden? No, not in yours but in ours. 14. Is this your room?

Yes, it is mine. 15. Yesterday the ink was in his room, now it is not there. 16. Her letter is now finished, and she gives her brother her pencil. 17. My sister is a pupil in this school. 18. Her brother is a pupil in my school.

LESSON IV.

DECLENSION OF NOUNS.

77. There are two forms of noun declension, the *weak* and the *strong*. A combination of the two is known as the *mixed* declension :

(a) In the singular, the genitive ending (e)n marks the *weak* declension ; (e)s the *strong*. Other cases are known from the genitive.

(b) In the plural, the nominative ending (e)n is *weak* ; all other plurals are *strong*.

(c) *Mixed* nouns are *strong* in the singular ; *weak* in the plural.

NOTE.—The symbols (e)n, (e)s, mean en or n, es or s.

78. Note the following general rules :

(a) Feminine nouns remain unchanged in the singular.

(b) The dative plural always ends in (e)n, which is added unless the nominative plural ends in n. Other cases of the plural are like the nominative.

(c) The accusative singular is like the nominative, except in *weak* masculines (which add (e)n).

79. In general, therefore, the nominative plural indicates the entire declension, as *weak* or *strong*. In nouns

which have no plural, and in the *mixed* declension, the genitive singular must be known.

• Hence in vocabularies, etc., only the nom. plur., alone or with the gen. sing., will be needed.

80. Compound nouns are formed much more freely in German than in English. These follow the gender and declension of the last component, the rest remaining unchanged. As: die Haustür, *the house-door*; die Stahlfeder, *the steel pen*, are inflected like die Tür, *the door*; die Feder, *the pen*, etc.

Hence compounds whose last component is a monosyllable, count as monosyllables in declension.

• REMARK.—The weak declension of nouns, as hereafter also of adjectives, is given first, as simplest for the learner.

Weak Declension of Nouns — Plural -(e)n.

81. Here belong:

(a) The great majority of feminine nouns (exceptions hereafter).

(b) Masculines ending in -e, and a few monosyllables (once ending in -e).

(c) Most foreign masculines with final accent. No neuters. (More special statement as to exceptions hereafter.)

82. The inflection is as follows — with unchanged stem (no umlaut):

(a) *Singular*: feminines unchanged; masculines add (e)n for all cases.

(b) *Plural*: adds (e)n throughout; nouns ending in unaccented -e, -el, -er -ar, add n; all others en.

(c) Feminines in -in double n before endings (§5, a).

NOTE.—These are derivatives ; as, *Königin*, *queen* : *Gräfin*, *countess* (from *König*, *Graf*, etc.).

Examples.

NOTE.—The definite article is usually given with the inflection of nouns, to aid in showing gender, number, case. But the noun inflection is the same without the article.

FEMININE	MASCULINE
<i>Sing.</i>	<i>Sing.</i>
N. die Blume, <i>the flower</i>	der Knabe, <i>the boy</i>
G. der Blume, <i>of the flower</i>	des Knaben, <i>of the boy</i> ¹
D. der Blume, <i>to the flower</i>	dem Knaben, <i>to the boy</i>
A. die Blume, <i>the flower</i>	den Knaben, <i>the boy</i>
<i>Plur.</i>	<i>Plur.</i>
N. die Blumen, <i>the flowers</i>	die Knaben, <i>the boys</i>
G. der Blumen, <i>of the flowers</i>	der Knaben, <i>of the boys</i> ¹
D. den Blumen, <i>to the flowers</i>	den Knaben, <i>to the boys</i>
A. die Blumen, <i>the flowers</i>	die Knaben, <i>the boys</i>

Similarly, feminines :

N. die Feder, <i>the pen</i>	die Art, <i>the kind</i>	die Königin, <i>the queen</i>
G. der Feder, etc.	der Art, etc.	der Königin, etc.
Pl. N. die Federn, etc.	die Arten, etc.	die Königinnen, etc.

And masculines :

N. der Ungar, <i>the Hungarian</i>	der Held, <i>the hero</i>	der Soldat, <i>the soldier</i>
G. des Ungarn, etc.	des Helden, etc.	des Soldat'en, etc.
Pl. N. die Ungarn, etc.	die Helden, etc.	die Soldat'en, etc.

83. The weak declension is predominantly feminine. It includes the majority of feminine monosyllables (exceptions hereafter), and all feminines of more than one syllable, except :

¹ The genitive, especially of names of persons, is often translated by the possessive ; as, *die Feder des Knaben*, *the boy's pen*, etc. ; the dative also by *for*, or without preposition — as English idiom may require.

- (a) The two nouns, Mutter, *mother*, Tochter, *daughter*.
 (b) A few nouns ending in -niß and -fal.

84. The weak masculines are :

(a) Those ending in e.

(b) A small number of important monosyllables once ending in -e. These will be given hereafter (see Appendix) and should be noted as they occur.

(c) Foreign nouns with final accent ; except a few ending in -al', -an', -aft', -ier' (as hereafter).

85. The noun der Herr, *master, lord, gentleman*, takes only i in singular, but -en in plural.

NOTE. — Herr is used like our *Mr.* ; as, Herr Folt, *Mr. Folt* ; and in address, mein Herr, *sir* ; meine Herren, *sirs, gentlemen*.

86. The -n of an earlier feminine inflection is retained as dative in some phrases ; as, auf Erden, *on earth*. And sometimes also as genitive, in poetic style.

NOTE. — With younger pupils this lesson might be here divided, with some review of pronunciation, as §§ 21, 47, 58, etc.

87.

The Verb haben (to) have.

PRESENT INDICATIVE.

Sing.	Plur.
ich habe, <i>I have</i>	wir haben, <i>we have</i>
du hast, <i>thou hast (you have)</i>	ihr habt, <i>you have</i>
er hat, <i>he has</i>	sie haben, <i>they have</i>
Sie haben, <i>you have (sing. or plur.)</i>	

IMPERATIVE.

habe (du), <i>have (thou)</i>	habt (ihr), <i>have (you)</i>
haben Sie (as § 71, a)	

PAST INDICATIVE.

ich hatte, <i>I had</i>	wir hatten, <i>we had</i>
du hattest, <i>thou hadst (you had)</i>	ihr hattet, <i>you had</i>
er hatte, <i>he had</i>	sie hatten, <i>they had</i>
Sie hatten, <i>you had</i>	

NOTE. — As heretofore, inflection may be practiced in phrases; as,

ich habe meine Feder	wir hatten unsere Federn
du hast deine Feder	welche Federn hatten Sie?
er hat seine Feder	wir hatten keine Federn
hat sie meine Blumen?	er hatte meine Blumen
wir haben keine Blumen	hatte ich seine Blumen?
haben Sie Blumen, mein Herr?	haben Sie keine Blumen, meine Herren?

Such suggestions will hereafter be left to the teacher.

Vocabulary.

(All nouns in vocabulary are weak nouns)

der Nefse, <i>the nephew.</i>	die Zeit, <i>the time.</i>
der Mensch, <i>the man, fellow, human being.</i>	die Straße, <i>the street.</i>
der Student, <i>the student.</i>	die Stube, <i>the room.</i>
der Ochse, <i>the ox.</i>	die Haustür, <i>the house-door.</i>
die Dame, <i>the lady.</i>	die Stubentür, <i>the room-door.</i>
die Nichte, <i>the niece.</i>	zwei, <i>two.</i>
die Rose, <i>the rose.</i>	schwer, <i>heavy, difficult, hard.</i>
die Lilie, <i>the lily.</i>	leicht, <i>light, easy.</i>
die Uhr, <i>the clock, watch.</i>	viele, <i>many.</i>
die Nadel, <i>the needle.</i>	wie viele, <i>how many.</i>
die Aufgabe, <i>the task, exercise.</i>	und so weiter (abbr. u. f. w.), <i>and so forth, etc.</i>

Reading Exercise.

1. Der Knabe hat eine Feder.
2. Die Feder dieses Knaben ist schlecht.
3. Der Lehrer gibt dem Knaben eine Feder.
4. Dieser Herr hat einen Knaben.
5. Die Knaben haben

Federn. 6. Mein Nefse ist ein Student. 7. Unsere Nefsen sind Studenten. 8. Haben Sie Blumen in Ihrem Garten, Frau Schmidt? Ja, Herr Koch, ich habe viele Arten Rosen, Lilien u.s.w. 9. Die Frauen hatten keine Uhren. 10. Diese Stube hat zwei Türen, eine Tür ist aber sehr klein. 11. Die Haustür ist groß, aber die Stubentür ist klein. 12. Diese Soldaten sind keine Dachsen, sie sind Menschen. 13. Die Schule dieses Herrn ist sehr gut. 14. Meine Schwestern hatten Nadeln. 15. Seine Schwester gibt dem Knaben Rosen. 16. Die Königinnen waren Schwestern. 17. Die Lehrerinnen und die Schülerinnen waren in der Schule. 18. Die Lehrerin gibt der Schülerin Aufgaben. 19. War diese Aufgabe zu schwer? Nein, sie war leicht, aber die Schülerinnen hatten keine Zeit. 20. Die Zeiten sind schwer. 21. Die Dame gibt dem Herrn eine Rose, sie hatte zwei.

Oral Exercise.

1. *Decline in singular and plural:* diese Tür, kein Herr, unser Knabe, welcher Student. 2. *Form plurals to all nouns given in vocabulary.* 3. *Conjugate in present and past tense:* ich habe meine Aufgabe; ich bin ein Mensch, u.s.w.

Continue Exercises in question and answer.

Written Exercise.

1. The exercises of these boys are bad. 2. These boys are my nephews. 3. The students had roses, the ladies had lilies. 4. This gentleman's watch is in his room. 5. My sister's garden has many flowers, she gives the roses (to) her teachers. 6. The queen gives the hero a rose. 7. The exer-

† Let the personal object precede.

cises of my sister are too difficult for our students. 8. Have you time? Yes, I have time, my exercises are very easy. 9. My mother has roses and lilies in her garden. 10. These gentlemen had no time. 11. Soldiers, students, boys and women were in the streets. 12. My sister's needles are in her room. 13. I have her watch, but not the needles. 14. The door of this room is too big. 15. The lady gives her nephews watches and her nieces flowers. 16. Her nieces are pupils of this school. 17. How many boys have you, Mr. Koch? I have two boys and a nephew. 18. My boys are students and my nephew is a soldier in Berlin.

LESSON V.

WEAK DECLENSION OF ADJECTIVES.

88. The weak declension of adjectives is like the weak declension of masculine nouns in *-e* (*der Knabe*), except that, as usual, the feminine and neuter accus. sing. are like the nominative (§65, 2). Thus

SINGULAR.			PLURAL.
<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N. <i>-e</i>	<i>-e</i>	<i>-e</i>	<i>-en</i>
G. <i>-en</i>	<i>-en</i>	<i>-en</i>	<i>-en</i>
D. <i>-en</i>	<i>-en</i>	<i>-en</i>	<i>-en</i>
A. <i>-en</i>	<i>-e</i>	<i>-e</i>	<i>-en</i>

89. The adjective is declined *weak* when preceded by the inflectional ending of an article or pronominal adjective, showing then the following combined endings:

THE ADJECTIVE *gut*, *good*

	SINGULAR.			PLURAL.
	<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N. der *gut-e	die gut-e	das gut-e	die gut-en	
G. des gut-en	der gut-en	des gut-en	der gut-en	
D. dem gut-en	der gut-en	dem gut-en	den gut-en	
A. den gut-en	die gut-e	das gut-e	die gut-en	

Similarly also (§68):

N. dieser gute	diese gute	dieses gute;	pl. diese guten
G. dieses guten	dieser guten	dieses guten	dieser guten
etc.	etc.	etc.	etc.

Also with nouns:

	(the good boy)	(this old hero)	(that red flower)
N. der gute Knabe	dieser alte Held	jene rote Blume	
G. des guten Knaben	dieses alten Helden	jener roten Blume	
etc.	etc.	etc.	
Pl. die guten Knaben	diese alten Helden	jene roten Blumen	
etc.	etc.	etc.	

Special Forms in Adjectives.

90. (a) Adjectives ending in *-e* drop *e* in inflection; as *träge*, *lazy*, *der*, *die*, *das* *träge*; *des* *trägen*, etc.

(b) Adjectives ending in the liquid *-el*, *-en*, *-er*, drop *e* of the stem before an inflection (as §74, Note 1). As:

<i>edel</i> , <i>noble</i>	<i>der edle</i>	<i>die edle</i>	<i>das edle</i> , etc.
<i>selten</i> , <i>rare</i>	<i>der selten</i>	<i>die selten</i>	<i>das selten</i> , etc.
<i>heiter</i> , <i>cheerful</i>	<i>der heitre</i>	<i>die heitre</i>	<i>das heitre</i> , etc.

(c) The adjective stem *hoch*, *high*, becomes *hoh* before *e* in inflection; as, *der hohe Berg*, *the high mountain*; *die hohen Türen*, *the high doors*.

91. A preceding noun, if understood with an adjective, is indicated simply by the regular inflection of the adjective — the English *one, ones*, not being expressed. As : die alten Uhren und die neuen, *the old clocks and the new (ones)* ; die rote Blume und die weiße (*white*).

The Regular (Weak) Verb.

92. (a) There are two classes (or conjugations) of verbs — the *weak* and the *strong* — of which the weak is the simpler, as well as the larger.

(b) These classes correspond to the like classes of English verbs ; as, (weak) *love, plant* ; (strong) *fall, give*, etc.

NOTE 1. — In German, as in English, the term “regular” is generally restricted to certain forms of the weak verb — all others being called “irregular.”

2. — It will be observed that the foregoing verbs, *sein* and *haben*, are irregular.

93. The Verb *loben*, (to) *praise*.

PRESENT INDICATIVE.

<i>Sing.</i>	<i>Plur.</i>
ich lobe, <i>I praise</i>	wir loben, <i>we praise</i>
du lobst etc.	ihr lobt etc.
er lobt	sie loben

Sie loben, *you praise*

IMPERATIVE.

lobe (du), <i>praise (thou)</i>	lobt (ihr), <i>praise (ye)</i>
loben Sie, <i>praise</i>	

Observe close resemblance of imperative to present tense.

PAST INDICATIVE.

ich lobte, <i>I praised</i>	mir lobten, <i>we praised</i>
du lobtest, etc.	ihr lobtet . etc.
er lobte	sie lobten

Sie lobten, *you praised*

Let all endings, as above shown, be carefully noted.

94. (a) The present may mean also: *I am praising*, or *I do praise*; the past: *I was praising*, or *I did praise*; the imperative: *be praising* or *do praise* — which have no corresponding forms in German.

(b) Likewise the interrogative or negative use of *do you praise, I do not praise*, etc., is expressed in German by the simple verb: as, loben Sie? ich lobe nicht, etc.

It thus appears that English has here greater variety of expression than German.

Rules of Syntax: the Articles.

95. 1. The definite article often takes the place of our possessive pronoun, when no ambiguity is possible; as, er steckte die Hand in die Tasche, *he stuck his hand into his pocket*.

2. The indefinite article is often omitted with a noun used alone as descriptive predicate, expressing occupation or rank; as, Karl ist Soldat, *Charles is a soldier*.

Vocabulary.

die Tasche, <i>the pocket</i> .	spielen, <i>to play</i> .
der Advokat, <i>the lawyer</i> .	wohnen, <i>to dwell, live</i> .
der Präsident, <i>the president</i> .	stecken, <i>to put, stick</i> .
lernen, <i>to learn</i> .	sagen, <i>to say</i> .
• machen, <i>to make, do</i> .	kaufen, <i>to buy</i> .

verkau'fen, <i>to sell.</i>	jung, <i>young.</i>
mit (dat.), <i>with.</i>	schön, <i>beautiful, pretty.</i>
in (acc. when motion is implied), into (in).	rot, <i>red.</i>
dann, <i>then.</i>	weiß, <i>white.</i>
reich, <i>rich.</i>	heiter, <i>cheerful.</i>
arm, <i>poor.</i>	selten, <i>rare.</i>
fleißig, <i>diligent, industrious.</i>	edel, <i>noble.</i>
träge, <i>slow, lazy, idle.</i>	nichts, <i>nothing.</i>
lang, <i>long; kurz, short.</i>	gar nichts, <i>nothing at all.</i>
	gar nicht, <i>not at all.</i>

Reading Exercise.

1. Der alte Lehrer lobt den guten Knaben. 2. Diese fleißige Schülerin machte die lange Aufgabe. 3. Das kleine Kind spielte mit der jungen Lehrerin. 4. Die faulen Knaben lernen nicht die schweren Aufgaben. Lernen sie die leichten? Nein, auch nicht. 5. Verkaufen Sie die schönen Blumen? Ja, ich verkaufe die roten Rosen, aber nicht die weißen Lilien, sie sind zu selten. 6. Der kleine Knabe dieser guten alten Frau spielte in dem schönen großen Garten der reichen Dame. 7. Der reiche Mann kaufte dem kleinen Knaben diese schöne Uhr. 8. Die Studenten kauften den jungen Damen die schönen Blumen. 9. Die alten Damen hatten keine Blumen. 10. Der gute Vater dieses heitren aber faulen Knaben ist sehr reich. 11. Die gute Königin lobte den edlen Helden. 12. Wo wohnt dieses arme Kind? Es wohnt in jenem kleinen Hause. 13. Wohnen Sie in dieser schönen Straße? Nein, ich wohne nicht hier, ich wohne in Berlin. 14. Mein Vater ist Advokat. 15. Ist Ihr Bruder Student? Nein, er ist Soldat. 16. Der kleine Knabe steckte die Hand in die Tasche und sagte gar nichts. 17. Kaufen Sie das alte Buch!

Es ist sehr selten. 18. Spiele mit dem kleinen Knaben! Er ist sehr artig.

Oral Exercise.

I. *Supply the missing endings in the following:* 1. Dieß— gut— Vater lobt die fleißig— Knaben. 2. Die gut— Knaben lobten den alt— Lehrer. 3. Er spielte mit den klein— Schwestern des jung— Studenten. 4. Jener lang— Brief war für die gut— Dame. 5. Dieses groß— Fenster in diesem klein— Zimmer ist nicht schön. 6. Welch— neu— Buch kauften Sie? Ich kaufte nicht das neu— Buch, ich kaufte das alt—. • 7. Der jung— Student kauft seinen klein— Schwestern dieß— schön— rot— Rosen. 8. Der lang— Bleistift ist hier.

II. *Conjugate in the present and past tense:* spielen, kaufen, stecken.

Continue also question and answer.

Written Exercise.

1. The little boys are learning these short exercises, the big boys the long (ones). 2. The big house of this rich woman is very beautiful. 3. In the large garden are flowers. 4. The little child of the poor lady is playing with the big boys. 5. Did you buy the red or the white flowers? I bought the red ones. 6. This new pencil is not mine; mine is red. 7. That little boy is my brother. 8. This good old man lives in that little street. 9. The sick child was playing in the poor woman's little garden.¹ 10. Does he sell watches? Yes, I bought a watch there. 11. These rare flowers are very beautiful. 12. The young queen praised the old heroes.

¹ Say: of the poor woman.

13. This long letter is for the old lawyer. 14. Put the book into your pocket! 15. Praise the diligent pupils, do not praise the lazy boys! 16. What did he say? He said nothing at all. 17. What are you doing? I am doing nothing. — Then learn your exercise! 18. His brother Charles is a lawyer. 19. We are playing and they are learning. 20. We were learning, but they were playing.

LESSON VI.

STRONG DECLENSION OF NOUNS.

96. The strong nouns are divided into three classes, according to the form of the plural:

- | | | |
|------------|------------------------|------------------------------|
| Class I. | Plural without ending | } with or without
umlaut. |
| Class II. | Plural with ending -e | |
| Class III. | Plural with ending -er | — with umlaut. |

The first (I) is sometimes called the *contracted*, the third (III) the *enlarged* declension.

First Class of Strong Nouns.

— PLURAL WITHOUT ENDING, WITH OR WITHOUT UMLAUT (— OR *)¹

97. Here belong the following — with *unaccented ending*:

- (a) Masculines or neuters ending in -el, -en, -er.
- (b) Neuter diminutives, ending in -chen, -lein.
- (c) Neuters in -e, with prefix Ge-; and one masculine in -e, *der Käse*, the cheese.

¹ The symbol — stands for the unchanged stem; * for the stem with modified vowel (ü, ö, ü, äu).

(*d*) In the plural, two feminines: die Mutter, *the mother*; die Tochter, *the daughter*.

NOTE 1. — Neuters in -en include infinitives used as nouns; also, contracted infinitives, as handeln, rubern, etc. (§101), and sein, *to be*; tun, *to do*. They have no plural.

2. Diminutives in -chen, -lein, are formed with umlaut, and are always neuter. As: das Mädchen (*Magd*), *the girl*; das Fräulein (*Frau*), *the young lady*.

• 3. Nouns in this class are readily recognized by form and gender. All (except the contracted sein, tun), end in *unaccented* syllables — no monosyllables.

98. Inflection: (*a*) The genitive singular adds -s; the dative plural adds -n, unless the noun ends in -n (§78, *b*).

(*b*) In the plural, some masculines in -el, -en, -er, one neuter, das Kloster, *the convent*; and the feminines, die Mutter, die Tochter, modify the root-vowel.

Hence the only possible question is as to umlaut in the plural of *masculines* in -el, -en, -er (See Appendix III).

99.

Examples.

<i>Singular.</i>	<i>Plural.</i>
N. der Spaten, <i>the spade</i>	die Spaten, <i>the spades</i>
G. des Spatens, etc.	der Spaten, etc.
D. dem Spaten	den Spaten
A. den Spaten	die Spaten
N. der Vater, <i>the father</i>	die Väter, <i>the fathers</i>
G. des Vaters } See foot-	der Väter
D. dem Vater } note p. 37.	den Vätern
A. den Vater	die Väter

*Singular.**Plural.*

N. das Gemälde, <i>the painting</i>	die Gemälde, <i>the paintings</i>
G. des Gemäldes	der Gemälde
D. dem Gemälde	den Gemälden
A. das Gemälde	die Gemälde
N. die Mutter, <i>the mother</i>	die Mütter, <i>the mothers</i>
G. der Mutter	der Mütter
D. der Mutter	den Müttern
A. die Mutter	die Mütter

Infinitives (as nouns):

N. das Loben, <i>the praising</i>	das Tun, <i>the doing</i>
G. des Lobens	des Tuns
D. dem Loben	dem Tun
A. das Loben	das Tun

No Plural

No Plural

Euphonic Forms in Regular Verbs.

100. The regular endings in weak verbs, shown in §93, are sometimes modified for "euphony" — that is, to avoid incompatible or difficult sounds.

(a) Verbs whose stem ends in *-b* or *-t*, or in *-m*, *-n*, preceded by a mute consonant, require syllabic *e* before *ft* or *t*. As:

Reden, *to speak*; Öffnen, *to open*.

PRESENT.**PAST.**

ich rede	öffne	ich redete	öffnete
du redest	öffnest	du redetest	öffnetest
er redet	öffnet	er redete	öffnete
wir reden	öffnen	wir redeten	öffneten
ihr redet	öffnet	ihr redetet	öffnetet
sie reden	öffnen	sie redeten	öffneten

IMPERATIVE.

sing.: rede, öffne*plur.*: redet, öffnet

(b) Verbs whose stem ends in a sibilant (f, ß, z, sch) require syllabic e before the ending ft. As:

Reisen, *to travel*; Tanzen, *to dance*.

ich reise

ich tanze

du reiseſt

du tanzeſt

er reiſt, etc.

er tanzt, etc.

— elsewhere like loben.

NOTE. — The 2d sing. also contracts: du reiſt, etc. (as p. 325).

(c) Verbs whose stem ends in -el, -er, drop the stem e before the ending -e; and drop e of the ending en (see §90, b). As:

Handeln, *to act*; Rudern, *to row*.

PRESENT.

ich handle,

rudre

wir handeln,

rudern

du handleſt,

ruderſt

ihr handelt,

rudert

er handelt,

rudert

ſie handeln,

rudern

IMPERATIVE.

sing.: handle, rudre*plur.*: handelt, rudert

(d) Other verbs sometimes use the syllabic e, in poetry or in solemn style; as, lobet den Herrn, *praise (ye) the Lord*.

NOTE. — Compare like examples of euphony in English: with a, verbs like *mended, planted*; with b, verbs like *he wishes, he dances* — all with syllabic e; with c, forms like *worn, torn*, etc.

Vocabulary.

der Apfel (pl. ⁿ), *the apple*.das Mädchen, *the girl*.der Enkel, *the grandson*.das Fräulein, *the young lady*,die Enkelin, *the granddaughter*.*Miss*.

der Maler (—), *the painter.*

der Schneider, *the tailor.*

die Schneiderin, *the dressmaker.*

der Schuhmacher, *the shoemaker.*

der Großvater (^u), *the grand-father.*

die Großmutter (^m), *the grand-mother.*

der Onkel (—), *the uncle.*

der Amerikaner (—), *the American.*

der Engländer, *the Englishman.*

das Bäumchen, *the little tree.*

das Vaterland, *the fatherland.*

arbeiten, *to work, labor.*

retten, *to save.*

rechnen, *to reckon.*

zeichnen, *to draw.*

lächeln, *to smile.*

heiraten, *to marry.*

rudern, *to row (a boat).*

besser, *better.*

reif, *ripe.*

beide, *both.*

von (dat.), *of; by; from.*

wenig, *little (of quantity).*

Reading Exercise.

1. Diese Mädchen sind Schwestern, sie sind die Töchter meines Schneiders. Sie sind beide Schneiderinnen. Sie haben zwei Brüder. Diese Brüder sind Schuhmacher. 2. Mein Großvater ist der Vater meines Vaters und nicht meiner Mutter, aber meine Großmutter ist die Mutter meiner Mutter. 3. Die Brüder meines Vaters oder meiner Mutter sind meine Onkel. 4. Dieser Gärtner hat zwei Gärten, er arbeitet jetzt in einem. 5. Der neue Spaten des alten Gärtners ist zu schwer. 6. In den Gärten sind sehr viele Äpfel, sie sind jetzt reif. 7. Er öffnete die Fenster und die Türen der Zimmer. 8. Die Mütter redeten mit ihren Töchtern von ihren Vätern. Diese Väter waren Helden. Sie retteten ihr Vaterland. 9. Die Amerikaner ruderten gut, aber die Engländer ruderten besser. 10. Die Gemälde dieses Malers sind sehr schön, er zeichnet auch sehr gut. 11. Dieser Schüler rechnet gut, aber er redet zu viel. 12. Handle wie du redest, und rede wie du handelst! 13. Der gute

Vater redet und die jungen Töchter lächeln. 14. Dieses Fräulein ist unsere Lehrerin, ihr Vater war ein Engländer. 15. Dieser Engländer heiratete eine Amerikanerin, aber die Töchter sind alle Amerikanerinnen.

Oral Exercise.

Conjugate in present and past tense: arbeiten, rechnen, lächeln, u.s.w.

Form plural of: Schule, Schüler, Schülerin, Vater, Mutter, Bruder, Schwester, Knabe, Mädchen, Enkel, Enkelin, Maler, Schneider, Bäumchen, Nadel, Feder, u.s.w.

Written Exercise.

1. Boys and girls were working in the garden. 2. Open the windows of this room! 3. The mothers of these girls are sisters, their fathers are both teachers. 4. These two painters are brothers, we bought their pictures in Berlin. They are Americans but they live in Berlin. 5. His brothers and sisters talked too much and worked too little, but he acts and does not talk. 6. The daughters danced with their brothers and the mother with the father. 7. He rows well, but I row better. 8. These little girls reckon and draw very well. 9. Miss Brown is their teacher; her father was an Englishman, but she and her sisters are Americans. 10. The daughter of my tailor married my shoemaker. 11. This young lady is the granddaughter of the great painter. 12. The little trees in the gardens have apples, but they are not ripe. 13. This old hero saved his fatherland. 14. He speaks well, but acts badly. 15. Are you traveling? No, I live here. 16. In the house were grandfathers and grandmothers, fathers and mothers, brothers and sisters.

LESSON VII.

SECOND CLASS OF STRONG NOUNS: PLURAL -e OR -e.

101. This class includes all genders:

(a) **Masculine**: Most monosyllables; and most other nouns not in Class I nor in the *weak* declension (§84).(b) **Neuter**: Some monosyllables; and most other nouns not in Class I, nor ending in -tum.(c) **Feminine**: Some monosyllables; and nouns ending in -nis, -fal.

102. (a) This class is mainly masculine, and includes the majority of masculine nouns, especially of monosyllables.

(b) The neuter monosyllables include all ending in r, and about fifty others.

(c) The feminine monosyllables — about thirty — are all primitive German words — none derivative or foreign.

These two important groups consist mostly of common words, which must be carefully noted as they occur (see Appendix III).

103. The inflection is as follows:

(a) The genitive singular, except in feminines, adds -(e)s; the dative (-e). The nominative plural adds -e; the dative -en.

(b) In the plural, monosyllables, if masculine, modify the vowel *generally*; if feminine, *always*; if neuter, *rarely*.¹

¹ The few neuters which (sometimes doubtfully) modify the vowel are given in the Appendix.

(c) In words of more than one syllable, except a few masculines, the vowel is not modified.

(d) Nouns ending in *-nis* have *ff* before all endings (§5, d).

104. The *e* of the genitive and dative singular may be omitted, when euphony permits, especially in words of more than one syllable — sometimes also, but more rarely, in monosyllables.

NOTE. — It is the constant omission of this *e*, as well as of the plural *e*, that distinguishes the first class (or contracted form) of strong nouns. A like omission has been seen in some adjectives (§90) and in some verbs (§100, c) — the principle being the same in all.

REMARK. — This is the largest and most heterogeneous of all the declensions. The chief difficulty lies in the classification (as hereafter). Outside of that the only question is of vowel modification in masculine plurals (as in Class I), which must be learned by experience. (See Appendix III.)

105.

Examples.

(a) Monosyllables :

Sing.

Plur.

der Schuh, *the shoe*; der Rock, *the coat*.

N. der Schuh	der Rock	die Schuhe	die Röcke
G. des Schuhs	des Rockes	der Schuhe	der Röcke
D. dem Schuhs	dem Rocke	den Schuhen	den Röcken
A. den Schuh	den Rock	die Schuhe	die Röcke

das Paar, *the pair*; die Hand, *the hand*.

N. das Paar	die Hand	die Paare	die Hände
G. des Paares	der Hand	der Paare	der Hände
D. dem Paare	der Hand	den Paaren	den Händen
A. das Paar	die Hand	die Paare	die Hände

(b) Not monosyllables :

Sing.

Plur.

der Mo'nat, *the month*; das Zeugnis, *the testimony*.

N. der Monat	das Zeugnis	die Monate	Zeugnisse
G. des Monats	des Zeugnisses	der Monate	Zeugnisse
D. dem Monat	dem Zeugniß(e)	den Monaten	Zeugnissen
A. den Monat	das Zeugnis	die Monate	Zeugnisse

Similarly, like der Schuh: der Laut, *the sound*, etc.

like der Rock: der Sohn, *the son*, etc.

like das Paar: das Jahr, *the year*, etc.

like die Hand: die Kuh, *the cow*, etc.

like der Monat: der Jüngling, *the youth*, etc.¹

— and in plural, die Besorgniß, *the care*, etc.

The Irregular Verb werden, *to become*.

106.

PRESENT INDICATIVE.

Sing.

Plur.

ich werde, *I become*

wir werden, *we become*

du wirst etc.

ihr werdet etc.

er wird

sie werden

Sie werden, *you become*

IMPERATIVE.

werde (du)

werdet (ihr)

werden Sie

PAST INDICATIVE.

ich wurde or ward, *I became*

wir wurden, *we became*

du wurdest or wardst etc.

ihr wurdet etc.

er wurde or ward

sie wurden

— also, *I am becoming, I do become*, etc., as §94.

¹ Also nouns like der Offizier, *the officer*, with *accented* ending. (See §97).

107. Werden has two forms in the singular of the past indicative, the older form *ward* being now less usual.

NOTE. — Werden, denoting *process* or *progress*, is often translated by *get* or *grow*; as, *ich werde alt*, *I am getting or growing old*. Like *haben* and *sein*, *werden* is also irregular.

Vocabulary.

der Kopf, <i>we</i> , the head.	der Schuhladen, the shoe-store.
der Fuß, <i>we</i> , the foot.	der Stiefel, the boot.
der Stuhl, <i>we</i> , the chair.	das Schulzimmer, the school-room.
der Hut, <i>we</i> , the hat.	
der Strumpf, <i>we</i> , the stocking.	der Winter, the winter.
der Handschuh, <i>-e</i> , the glove.	der Sommer, the summer.
der Tisch, <i>-e</i> , the table.	größer, bigger, larger.
der Tag, <i>-e</i> , the day.	warm, warm.
die Nacht, <i>we</i> , the night.	kalt, cold, cool.
die Stadt, <i>we</i> , the town, city.	billig, cheap.
die Bank, <i>we</i> , the bench.	teuer, dear.
die Wand, <i>we</i> , the wall (inside).	drei, three.
das Pult, <i>-e</i> , the desk.	vier, four.
das Jahr, <i>-e</i> , the year.	man, one, people.
die Hose, <i>-n</i> , the trousers.	brauchen, to need, want.
im = in dem.	auf, upon (dat. when no motion to a place is implied).
der Laden, <i>n</i> , the store, shop.	

Reading Exercise.

1. In den Städten sind viele Läden. 2. In den Läden verkauft man Tische und Stühle, Röcke und Schuhe, Stiefel, und Strümpfe, Hüte und Hosen, u. s. w. 3. Hier ist ein Schuhladen. Ich brauche ein Paar Schuhe. 4. Meine Füße sind sehr groß, also sind diese Schuhe zu klein. 5. Ich brauche auch Strümpfe und Handschuhe. 6. Diese Handschuhe sind zu groß, meine Hände sind sehr klein. 7. Stecken

Sie die neuen Handschuhe in die Tasche. 8. In diesem Laden sind Hüte, sie sind sehr billig. 9. Ist dieser Hut nicht zu groß für den Knaben? Ja, der Hut ist jetzt zu groß, aber sein Kopf wird größer. 10. Karl wird sehr groß, seine Röcke und seine Hosen werden zu klein. 11. Karl hat den Hut auf dem Kopfe und die Hände in der Tasche. 12. Er wird zu groß für eine Lehrerin, er braucht einen Lehrer. — 13. Dieses Zimmer hat vier Wände, drei Fenster und zwei Türen. 14. In dem Zimmer sind viele Stühle und Bänke, viele Bänke aber keine Tische. 15. Es wird zu warm in dem Zimmer, öffnen Sie die Fenster! — 16. Im Sommer werden die Tage lang und die Nächte kurz, und es wird auch sehr warm. 17. Auf dem Tische waren viele Papiere und Briefe, aber die Briefe seines Vaters waren nicht da. 18. Die Aufgabe wurde zu lang für die kleinen Knaben.

Oral Exercise.

1. Was verkauft man in den Läden? 2. Was verkauft man in einem Schuhladen? 3. Wer macht die Schuhe? 4. Was macht der Schneider? 5. Brauchen Sie Handschuhe? 6. Wo haben sie Ihre Handschuhe? 7. Sind diese Schuhe billig oder teuer? 8. Werden Ihre Hände größer? 9. Wie viele Fenster sind in diesem Schulzimmer? Wie viele Türen? 10. Haben Sie Bänke oder Stühle in Ihrem Schulzimmer? 11. Wie viele Wände hat dieses Zimmer? 12. Wie werden die Tage im Sommer und wie im Winter?

Written Exercise.

1. This boy is getting very big, his coats are getting too small. 2. He needs coats and trousers, shoes and stockings.

3. We have hats and gloves in this store, but no coats.
 4. The days are getting cold, he needs a pair (of) gloves.
 5. These gloves are warm but too dear. They are also too small. His hands are big. 6. These hats are dear and too big for his head. 7. His feet are too small for these big boots.—8. In this room (there) are benches and desks, but no chairs or tables; it is the schoolroom. 9. The exercises of the scholars are upon the teacher's desk. 10. Pencils and paper are on the desks. 11. The room is getting too warm, open the windows and the door. 12. This room has four walls, in every wall (there) is a window.—13. Do the days become very warm here in summer? Yes, but the nights are cool.—14. My mother's letters are in her desk or on the table in her room.

LESSON VIII.

THIRD CLASS OF STRONG NOUNS: PLURAL *er*.

108. This class includes mainly neuters, a few masculines: . . .

(a) Neuter monosyllables not in Class II, and a few other neuters not in Class I.

(b) Nouns ending in *-tum*, mostly neuter.

(c) A few masculine monosyllables; no feminines.

109. The inflection of the singular is the same as in Class II, *-e* in genitive or dative being omitted under like conditions (§104). The plural adds *er*, modifying the root-vowel. But nouns in *-tum* modify this *u*, not the root-vowel.

NOTE 1.—Neuter monosyllables are almost equally divided between this class and Class II (§102, *b*). See Appendix III.

2. — Nouns in *-tum* are all neuter, except *der Irrthum, the error*; *der Reichthum, the riches*.

Examples.

das Haus, *the house*; das Lied, *the song*.

SINGULAR.

PLURAL.

N. das Haus	Lied	die Häuser	Lieder
G. des Hauses	Liedes	der Häuser	Lieder
D. dem Hause	Liede	den Häusern	Liedern
A. das Haus	Lied	die Häuser	Lieder

* *der Irrthum, the error*; *der Mann, the man*.

N. der Irrthum	die Irrthümer	der Mann	die Männer
G. des Irrthums	der Irrthümer	des Mannes	der Männer
D. dem Irrthum	den Irrthümern	dem Manne	den Männern
A. den Irrthum	die Irrthümer	den Mann	die Männer

110. Here are to be noted: (a) A few neuters, not ending in *-e*, with prefix *Ge-*; as, *das Gemach', the apartment*; or foreign; as, *das Regiment', the regiment* — all *with final accent*.

(b) A few important masculine monosyllables, like *der Mann*. Such are: *der Gott, the god*; *der Leib, the body*; *der Wald, the forest*, etc.; and the compound, *der Vormund, the guardian*. (See Appendix III.)

NOTE.—The noun *Gott*, meaning *God*, omits *e* in dative singular, and has, of course, no plural.

The Verbs: Infinitive and Participles.

111. The infinitive and the participles are known as *verbals* — the infinitive being a *verbal noun*; the participles, *verbal adjectives*.

(a) The infinitive has been shown already; its further uses hereafter.

(b) There are two participles (as in English), the present and the perfect — which may also be used as adjectives.

112. (a) The present participle ends in (e)nd (English *ing*); as, habend, lobend, rehend, handelnd, rudernd (§100, c) — or, may be formed by adding d to the infinitive (except the contracted sein, seiend; tun, tuend).

(b) The present participle is not used as in English to form compounds like *I am reading*, etc. These are expressed by the simple verb forms (§94).

The forms of the perfect participle will be given in next Lesson.

113. (a) The compound parts of the verb are made (as in English) by combining a verbal — infinitive or perfect participle — with an auxiliary verb; as (English): *I shall praise*; *I have praised*, etc.

(b) In German, the same parts of the verb are compound, and the same simple, as in English (except as noted §94).

The Future Tense.

114. (a) The future tense is made by combining an infinitive with the present tense of werden, as auxiliary verb (§106). Thus:

SINGULAR.

ich werde sein, *I shall be*
 du wirst sein, *thou wilt be*
 er wird sein, *he will be*

PLURAL.

wir werden sein, *we shall be*
 ihr werdet sein, *you will be*
 sie werden sein, *they will be*

Sie werden sein, *you will be* (sing. or plur.)

Similarly: ich werde haben; ich werde loben, etc.

(b) Observe that only the auxiliary is inflected.

Inflect also for question or other inversion (§76, 2).

werde ich sein, <i>shall I be</i>	daß werde ich haben
wird er sein, <i>will he be</i>	daß werden wir loben
etc.	etc.

NOTE 1.—Observe that the same future auxiliary is used for all persons; in other words that werden corresponds to both *shall* and *will*, expressing simple futurity. The senses of *shall* and *will*, meaning command or purpose are otherwise expressed (as hereafter).

2. Thus the German future is simpler than the English; and the question of *shall* or *will* does not occur.

Position (Word-Order) in Compound Tenses.

115. In all compound verb forms the finite verb (or verb proper) is the auxiliary, which is alone inflected. To this, then, apply the usual rules for position (§76). Hence:

(a) In the *normal* order, the auxiliary stands next after the subject.

(b) In the *inverted* order, the auxiliary stands next before the subject.

(c) In either case the verbal — here the infinitive — stands at the end of the sentence. As:

(1) Wir werden im Sommer ein Haus auf dem Berge bauen.
We shall in summer a house on the mountain build.

(2) Im Sommer werden wir ein Haus auf dem Berge bauen;
 or: Ein Haus werden wir im Sommer auf dem Berge bauen;
 or: Auf dem Berge werden wir im Sommer ein Haus bauen.

Observe that in all these examples the finite verb (or auxiliary) holds, logically, the *second place* (as §76). •

116. These examples illustrate also the following :

(a) In the inverted order only *one element* may precede the verb, though this may consist of several words.

(b) An adverb of *time* usually precedes a noun object or other adverb — and the same applies to adverb phrases.

Vocabulary.

das Bild, -er, *the picture.*

das Bilderbuch, -er, *the picture-book.*

das Liederbuch, -er, *the song-book.*

das Kind, -er, *the child.*

das Land, -er, *the land.*

das Thal, -er, *the valley.*

das Dorf, -er, *the village.*

das Dach, -er, *the roof.*

das Feld, -er, *the field.*

das Lamm, -er, *the lamb.*

der Mann, -er, *the man.*

der Wald, -er, *the forest, wood.*

das Fürstentum, -er, *the principality.*

Deutschland, n., *Germany.*

die Buchhandlung, -en, *the bookstore.*

das Schaf, -e, *the sheep.*

das Heft, -e, *the copybook.*

der Fürst, -en, *the prince.*

schicken, *to send.*

bauen, *to build.*

ja wohl, *yes indeed, certainly.*

best, *best.* genug, *enough.*

mehr, *more; als, than.*

morgen, *to-morrow.*

nach (dat.), *to, after.*

das sind, *those are.*

auf dem Lande, *in the country.*

Reading Exercise.

1. Hier ist eine Buchhandlung. Ich werde zwei oder drei Liederbücher kaufen. 2. Haben Sie Liederbücher für Kinder? Ja wohl; sind die Kinder klein oder groß? Die Kinder sind groß. 3. In diesem Buche sind die besten Lieder Deutschlands. 4. Hat dieses Buch auch Bilder? Ja wohl, es ist mehr Bilderbuch als Liederbuch. 5. Ich werde diese zwei Bücher für die Kinder kaufen, schicken Sie sie nach meinem Hause. — 6. In Deutschland sind viele Fürstentümer. 7. In

diesem Fürstentum sind viele Wälder und Täler, das Land ist sehr schön. 8. In den Tälern sind Dörfer. 9. Auf den Feldern arbeiten Männer, Frauen und Kinder. 10. Was ist das Weiße da auf den Feldern? Ich sehe Rämmer und Schafe. 11. Die Dächer der Häuser des Dorfes sind rot. 12. Hier werden wir im Sommer wohnen. Im Winter werden wir in der Stadt wohnen. 13. Mein Vater wird ein Haus in der Stadt kaufen oder bauen. 14. Gestern waren wir auf dem Lande, wir waren im Walde. 15. In den Wäldern sind viele Blumen.

Oral Exercise.

Give these sentences in all possible word-positions: 1. Ich werde morgen das Buch in der Stadt kaufen. 2. Er wird im Sommer in diesem Hause wohnen. 3. Im Winter werden sie ein Haus in der Stadt bauen.

Oral Exercises in question and answer should also be continued.

Written Exercise.

1. This large book-store has the best books for children. 2. What shall we buy there? Picture-books for the little children. 3. This book has songs and pictures, I shall buy it. 4. I shall send my brother a song-book. 5. Where are you living now? We are living now in the country, it is beautiful there. 6. The houses of the village are in a valley. 7. In the valley are fields and woods. 8. My father will build a house in the village and we shall live there in summer. 9. Will you live there in winter? No, we have a house in the town, but it is better in the country. 10. Yesterday I bought books, pencils, pens and copy-books for the children.

They will have books enough. 11. This prince is very rich, his apartments are very beautiful. 12. The principality has three regiments (of) soldiers. 13. Shall you be there to-morrow? Yes certainly. 14. I shall buy the book to-morrow and send it to your house. 15. Yesterday he sent a letter to my house, but I was in (auf, dat.) the country.

LESSON IX.

MIXED DECLENSION OF NOUNS.

117. A few nouns, strong in singular, weak in plural, form what is called the *Mixed Declension*. These are :

(a) A few masculines ; as, der Bauer, *the farmer* ; *gen.* des Bauers ; *pl.* die Bauern ; der Staat, *the state* ; *gen.* des Staates ; *pl.* die Staaten, etc.

(b) A few neuters ; as, das Auge, *the eye* ; *gen.* des Auges ; *pl.* die Augen ; das Ohr, *the ear* ; *gen.* des Ohres ; *pl.* die Ohren.

(c) A few foreign nouns : Masculine titles in or ; as : der Doktor, des Doktors, die Dokto'ren (§56) ; and a few neuters ; as, das Insekt', etc.

The most important of the mixed nouns are given in the Appendix. Some have variant or doubtful forms.

118. A few other foreign nouns are nearly like the mixed declension :

(a) Neuters in -um, from Latin ; *gen.* -s ; *pl.* -en ; as : das Muse'um, des Museums ; die Muse'en, *the museum*
das Studium, des Studiums ; die Studien, *the study*
— or with loss of ending in the singular :
das Adverb', des Adverbs' ; die Adver'bien, *the adverb*

(b) And a few neuters in *al'*, *il'*; as :

das Material', des Materials'; die Materia'lien, *the material*
das Fossil', des Fossils'; die Fossi'lien, *the fossil*

Defective Nominatives -e(n).

119. (a) A few masculines usually drop -n in the nominative singular, and thus appear as "mixed." As:

der Name(n), des Namens; die Namen, *the name*.

der Wille(n), des Willens; die Willen, *the will*, etc.

(b) Sometimes the n is retained, and then, as §98 :

der Frieden, des Friedens; die Frieden, *the peace*.

Here, too, occur some variant forms (Appendix III).

(c) The neuter das Herz, *the heart* (earlier Herzen, Herz^o) has :

des Herzens, dem Herzen, das Herz (§78, c); die Herzen.

REMARK. — It may be worth remarking that the term "mixed" applies only to the declension as a whole; but each *form* is either strong or weak.

Fuller details are given in the Appendix.

The Perfect Participle.

120. (a) The perfect participle in weak verbs ends in -t (or -et, §100, a) — as in examples below. Compare English *praised*, *planted*.

(b) The perfect participle in strong verbs ends in -en, often with change of the root-vowel (hereafter, §150). See examples below, and compare English *fallen*, *spoken*, etc.

NOTE. — The participle endings in English are often obscured or lost; as, *bent*, *cut*, *come*, etc. Not so in German.

(c) The perfect participle, both weak and strong, takes the unaccented prefix *ge-*, then called the *augment*. As:

WEAK.		STRONG.	
haben, gehabt,	<i>had</i>	sein, gewesen,	<i>been</i>
loben, gelobt,	<i>praised</i>	werden, geworden,	<i>become</i>
landen, gelandet,	<i>landed</i>	fallen, gefallen,	<i>fallen</i>
rudern, gerudert,	<i>rowed</i>	sprechen, gesprochen,	<i>spoken</i>

NOTE.—Observe that *haben* is weak, *sein* and *werden* strong in perfect participle.

121. But the augment can stand only just before an accented stem-syllable. Hence it is omitted in all verbs beginning with an inseparable unaccented prefix (§52, c), or accented on other than the first syllable. As:

WEAK.		STRONG.	
verlo'ben, verlobt,	<i>betrothed</i>	befal'len, befallen,	<i>befallen</i>
regie'ren, regiert,	<i>ruled</i>	verspre'chen, versprochen,	<i>promised</i>

NOTE.—Observe that, if there is no vowel change, the strong perfect participle, without augment, will be the same as the infinitive.

Perfect and Pluperfect Forms.

122. The perfect and pluperfect forms of the verb are formed by combining the perfect participle with the corresponding form of *haben* or *sein*, as auxiliary verb (as in English). Thus (see examples below):

The present perfect with the present of the auxiliary.

The past perfect (pluperfect) with the past of the auxiliary.

The infinitive perfect with the infinitive of the auxiliary.

The future perfect by present of *werden* with infinitive perfect (§114).

The Auxiliaries *haben* and *sein*.

123. *Haben* is used as auxiliary with all transitives and with most intransitives expressing *action*. *Sein* is used with some intransitives, especially those expressing *motion* or *condition*; and is then usually translated *have*. As: ein Baum ist gefallen, *a tree has fallen*. Further statement later.

Examples.

PRESENT PERFECT OR PERFECT TENSE.

ich habe <i>I have</i>	{	gehabt	<i>had</i>	ich bin <i>I have</i>	{	gewesen	<i>been</i>
		gelobt	<i>praised</i>			geworden	<i>become</i>
		geredet	<i>spoken</i>			gefallen	<i>fallen</i>
		gegeben	<i>given</i>			gelandet	<i>landed</i>

PAST PERFECT OR PLUPERFECT TENSE.

ich hatte <i>I had</i>	{	gehabt	<i>had</i>	ich war <i>I had</i>	{	gewesen	<i>been</i>
		gelobt	<i>praised</i>			geworden	<i>become</i>
		geredet	<i>spoken</i>			gefallen	<i>fallen</i>
		gegeben	<i>given</i>			gelandet	<i>landed</i>

PERFECT INFINITIVE.

gehabt gelobt geredet gegeben	{		<i>had</i>	gewesen geworden gefallen gelandet	{		<i>been</i>
			<i>haben</i>				<i>sein</i>
			<i>(to) have</i>				<i>become</i>
			<i>spoken</i>				<i>(to) have</i>
			<i>given</i>				<i>fallen</i>
							<i>landed</i>

FUTURE PERFECT.

ich werde gehabt ich werde gelobt ich werde geredet ich werde gegeben	{	haben	{	gewesen	sein	<i>I shall have</i> <i>had, been</i> <i>etc.</i>
				geworden		
				gefallen		

In every case only the auxiliary is inflected, as heretofore. Thus:

ich habe gehabt	bin gewesen	werde	} gehabt haben or gewesen sein
du hast gehabt	bist gewesen	wirst	
er hat gehabt	ist gewesen	wird	
etc. (§87)	etc. (§70)	etc. (§114).	

Inflect also for *inversion*:

das habe ich gehabt; da bin ich gewesen, etc.

124. Note that in the infinitive perfect, the infinitive stands last, *reversing the English order*. In other respects, the order is as §115 — the auxiliary holding the position of the *verb*, and the verbal (participle or infinitive) standing after all adjuncts. As:

Ich habe im Sommer ein Haus auf dem Berge gekauft (*bought*).
 Ein Haus habe ich im Sommer auf dem Berge gekauft.
 Im Sommer sind wir in einem Hause auf dem Berge gewesen.
 Ich werde im Sommer ein Haus auf dem Berge gekauft haben.

REMARK. — The compound verb parts in German are essentially the same as in English, and are formed in the same way, except:

1. The more frequent use of *sein* as auxiliary (English, *have*).
2. The constant form *werden* in future (English *shall* or *will*).
3. The lack of the forms with *do*, *did*, and of the *progressive* (*am*) forms — besides the regular variations in word-order.

Rule of Syntax.

125. (a) German often uses the perfect tense, especially of recent action, where English uses the simple past; as, ich habe ihn gestern gesehen, *I saw him yesterday*.

(b) The future perfect often expresses simple *probability*; as, er wird in Deutschland gewesen sein, *he has probably been in Germany*.

Further statements as to use of the tenses, hereafter.

Vocabulary.

der Bauer, -s, -n, <i>the farmer, peasant.</i>	das Studium, -s, Studien, <i>the study.</i>
der Staat, -es, -en, <i>the state.</i>	der Doktor, -s, -en, <i>the doctor.</i>
die Vereinigten Staaten, <i>the United States.</i>	der Westen, <i>the West.</i>
das Auge, -s, -n, <i>the eye.</i>	der Osten, <i>the East.</i>
das Ohr, -es, -en, <i>the ear.</i>	der Frühling, <i>the spring.</i>
das Insekt, -es, -en, <i>the insect.</i>	bebauen, <i>to till, cultivate.</i>
das Herz, -ens, -en, <i>the heart.</i>	säen, <i>to sow.</i>
der Same, -ns, -n, <i>the seed.</i>	hören, <i>to hear.</i>
der Name, -ns, -n, <i>the name.</i>	gesehen, <i>seen.</i>
der Glaube, -ns, -n, <i>the belief, faith.</i>	vergessen, <i>forgotten.</i>
der Wille, -ns, -n, <i>the will.</i>	gefallen, <i>fallen.</i>
der Friede, -ns, -n, <i>the peace.</i>	rein, <i>clean.</i>
das Muse'um, -s, Museen, <i>the museum.</i>	schmutzig, <i>dirty.</i>
	interessant', <i>interesting.</i>
	oft, <i>often.</i>
	ohne (acc.), <i>without.</i>

Reading Exercise.

1. Im Westen der Vereinigten Staaten sind die Bauern oft sehr reich. 2. Im Frühling bebaut der Bauer sein Feld und säet die Samen. 3. Das Land dieses Bauers ist das beste im Staate. 4. Nicht alle Insekten haben Augen und Ohren; ich habe Insekten ohne Augen und Ohren im Museum gesehen, aber die Namen dieser Insekten habe ich vergessen. 5. Das Studium der Insekten ist sehr interessant. 6. Die Doktoren haben die Museen dieser Stadt sehr gelobt. 7. Viele Menschen haben keinen Willen. 8. Der Glaube ist der Friede des Herzens. 9. Sind Sie im Westen der Ver-

einigten Staaten gewesen? Jawohl, ich bin drei Jahre da gewesen. Ich habe Land da gehabt, aber ich habe es verkauft, nun wohne ich hier im Osten. 10. Gestern hat der Lehrer die Schüler gelobt, aber heute wird er sie nicht loben, sie haben ihre Aufgaben schlecht gelernt. 11. Das arme Kind ist gefallen, und ist sehr schmutzig geworden, aber die Mutter wird es rein machen. 12. In diesem Hause haben wir drei Jahre gewohnt, jetzt aber wohnen wir auf dem Lande.

Oral Exercise.

Conjugate: 1. Ich habe gestern den Knaben gelobt.

2. Gestern bin ich da gewesen.

3. Ich war sehr krank geworden.

— *and continue question and answer.*

Written Exercise.

1. Have you learnt the names of the States? Yes, we have learnt the names of the States in the East, but not in the West. 2. We hear with our ears and see with our eyes. 3. These insects have ears but no eyes. 4. Have you been in the museums of our town? No, I have not had the time. 5. These rich farmers have the best land in our State. 6. Have you seen the new school? Yes, I have been in the school and have seen the teacher. 7. The children had been playing (~~had~~ played) in the garden and had fallen and become very dirty. 8. He has sold his house in the country and is living (lives) in the town. 9. They have acted badly. 10. The teacher praised the good boys, they had learnt their lesson well. 11. Have you seen my brother? Yes, I saw (say: have seen) your brother; he has grown (become) very big.

12. My sister is very ill, the doctor has been here. 13. It has become very warm in the room, why do you not open the windows? I had opened one window. 14. Where have you been? I have been with my brothers in the museum. 15. The farmers have tilled their fields and sown the seeds. 16. What were the names of the boys? Their names I have forgotten.

LESSON X.

SPECIAL FORMS IN NOUNS.

In the declension of nouns there occur some exceptional forms. These must, in general, be learned by experience. Some of the most important will be briefly noted.

Compound Nouns.

126. The general rule for compound nouns (§80) has a few exceptions:

(a) Die Antwort, *the answer*; *pl.* -en, from das Wort, *the word*; der Mittwoch, *Wednesday*; *pl.* -e; from die Woche, *the week*, — and a few others.

(b) Compounds of der Mann have plural -leute (*people*) collectively; as, der Kaufmann, *the merchant*; *pl.* Kaufleute; but individually, Kaufmänner.

(c) Sometimes the first component shows inflection; as (gen.) das Tageslicht, *daylight*; (plur.) das Wörterbuch, *the dictionary* — or a trace of earlier inflection; as, der Sonnenschein (die Sonne), *sunshine*. For further notes, see Appendix II.

Double Forms.

127. (a) A few nouns have two plurals in different senses — the singular having both meanings ; as :

das Band; die Bänder, *ribbons*; die Bande, *bonds*
 die Bank; die Bänke, *benches*; die Banken, *banks* (money)
 das Wort; die Wörter, *words* (single); die Worte, *words* (connected)

b. Or sometimes the meaning is differentiated by gender; as :

der Band, *the volume*; die Bände (see das Band, above).
 die See, *the sea*; der See, *the lake*. See Appendix.

Foreign Nouns.

128. Foreign nouns are, in general, inflected regularly. Some peculiarities have been already mentioned (§118). Note also :

(a) Some borrowed words take -s in both genitive and plural; as, (*lord*), des Lords, die Lords; or in plural only; die Solos.

(b) Some (mostly technical) retain the foreign plural; as, Casus, *cases*, Modi, *moods*, Tempora, *tenses* (in grammar); Cherubim, etc. Here note (as in Latin) —

N. Christus G. Christi D. Christo A. Christum
 N. Jesus G. Jesu D. Jesu A. Jesum

* (c) A few have plural -en; as, das Drama, die Dramen.

Proper Names.

129. PROPER (especially *personal*) names have some peculiarities :

(a) Proper names, when inflected, usually have only genitive s (without apostrophe). Those ending in -s are

not declined. As: Friedrichs, Elisabeths, Mariens, Amerikas.

(b) Personal names (male) ending in a sibilant (s, ß, sch, x, z) may have genitive -ens (more rarely dative -en), but now usually take only an apostrophe (§61); as, Mariens (or Marx') Bücher. A like form occurs (but now rarely) in female names in -e; as, Mariens (for Mariens) Bücher.

(c) But *of* with proper names is often expressed by the preposition *von*, instead of the genitive; as, die Königin von England, *the queen of England*, etc.

Syntax of Proper Nouns.

130. 1. The feminine names of countries, the names of streets, rivers, mountains; days, months, seasons and meals, regularly take the definite article. As: die Schweiz, *Switzerland*; der April, *April*; im Winter, *in [the] winter*.

2. Personal names often take the article, and always when preceded by an adjective; and then they remain uninflected; as, die Werke des Schiller — des großen Schiller; — unless immediately followed by a governing noun; as, des großen Schillers Werke.

3. When preceded by a title, or other descriptive noun, with the article, the proper name is unchanged; when preceded by such noun without the article, the proper name alone is inflected; as, die Taten des Königs Heinrich; but die Taten König Heinrichs; König Heinrichs Taten.

4. But the title *Herr*, *Mr.* is always inflected. As: die Töchter des Herrn Braun; die Töchter Herrn Brauns; Herrn Brauns Töchter.

NOTE.—*Herr* is also used with titles, when not expressed in English. As: *der Herr Professor*; or in address, *Herr Professor* (so *Frau*, with the husband's title, *die Frau Professor*, etc.).

Principal Parts of Verbs.

131. (a) The infinitive, the past indicative, and the perfect participle are called (as in English) the *principal parts* of a verb, because (usually) these being known, all other parts may be formed from them. Thus, in brief, the complete conjugation of a verb may be represented as follows :

	INFIN.	PAST IND.	PERF. PART.
(<i>Regular</i>):	loben	lobte	gelobt
reden	redete	geredet	
handeln	handelte	gehandelt	
(<i>Irregular</i>):	haben	hatte	gehabt
sein	war	gewesen	
werden	wurde or ward	geworden	

(b) The importance of this will appear more fully under the *strong verbs* (hereafter), where the principal parts are variable. The regular (weak) verb is, in general, sufficiently represented by the infinitive alone.

Vocabulary.

NOTE.—Words quoted in the Lesson are omitted.

der Norden, <i>the North.</i>	der Genfer See, <i>Lake Geneva.</i>
die Nordsee, <i>the North Sea,</i> <i>German Ocean.</i>	das Haar, <i>-e, the hair.</i>
der Süden, <i>the South.</i>	das Werk, <i>-e, the work.</i>
Süddeutschland, <i>n., South Ger-</i> <i>many.</i>	das Wasser, <i>the water.</i>
	hübsch, <i>pretty, handsome.</i>
	häßlich, <i>ugly.</i>

dunkel, *dark*.hell, *light, bright*.naß, *wet*.deutsch (adj.), *German*.erst, *first*; zweit, *second*.wohl, *probably, well, certainly*.lange (adv.), *long, for a long time*.noch (adv.), *still, yet*.ganz, *whole, entire*; (adv.), *quite*.die ander(e)n, *the others*.niemals, *never*.baden, *to bathe*.landen, *to land*.gesehen, *seen*.aus (dat.), *out, from*.an (acc. if motion is expressed; else dat.), *at, alongside of, by, on*.an der See, *at the seashore*.

am = an dem.

Reading Exercise.

1. Die Kaufleute in unserer Stadt haben drei Banken, die beste aber ist die Deutsche Bank. 2. An dem See waren viele Bänke, es war sehr schön da. 3. Dieser reiche Kaufmann hat ein Haus an der See, er wohnt da im Sommer. 4. Wo wohnen Sie? Ich wohne in der Friedrichstraße in Berlin. 5. Im Norden von Deutschland ist die Nordsee. 6. Der Genfer See ist in der Schweiz. 7. Wo ist Ihr Freund gewesen? Er wird in der Schweiz und in Deutschland gewesen sein (§125, b). 8. Ich habe meinen Freund lange nicht gesehen, er wird wohl sehr groß geworden sein. 9. Ist er noch auf der See? Nein, er wird jetzt in New York gelandet sein. 10. Die Straßen von New York sind nicht so schön wie (as) die Straßen von Paris. 11. Seine Antwort war kurz, er machte nicht viele Worte. 12. Diese deutschen Wörter sind schwer und ich habe kein Wörterbuch! Warum kaufen Sie nicht eins? Ich werde eins kaufen. 13. Aus diesen Worten redet das Herz des großen Schiller! 14. Haben Sie den zweiten Band von Schillers Werken? Nein, aber ich habe den ersten Band hier, die anderen Bände wer-

den wohl in meinem Zimmer sein. 15. Wie schön ist das helle Tageslicht und der Sonnenschein nach der dunklen Nacht! 16. Dieses Mädchen hat zu viele Bänder im Haar; ihr Haar ist ganz hübsch, aber die Bänder sind häßlich. 17. Wo seid ihr gewesen? ihr seid alle ganz naß. 18. Wir sind nicht im Wasser gewesen, wir haben am Wasser gespielt, und der große Karl hat uns (us) naß gemacht.

Oral Exercise.

Give plurals of: der Hauptmann (captain); der Arbeitsmann (workman); der Band; das Band;

Conjugate: 1. Ich werde morgen das Buch kaufen.

2. Morgen werde ich da gewesen sein.

3. Das (that) werde ich morgen gemacht haben.

— and continue question and answer.

Written Exercise.

1. Our town has two banks, but the German bank is the best. 2. The water of this little lake is very clean, we bathe often here. 3. Where were you yesterday? We were at the sea-shore. Did you bathe? No, the water was too cold. 4. These ribbons are too light, they are not pretty by (bei) daylight. 5. I have two volumes of Goethe and three of Schillér; the other volumes are not here. 6. Schiller was never in Switzerland, but Goethe was often there. 7. Have you been in Switzerland? Yes, we were three months there and two months in South-Germany. We were three days at (am) Lake Geneva and we had sunshine the whole time (acc.). 8. We have not seen your daughters for a long time, Mrs. Brown; they have probably grown quite big. 9. These volumes are dictionaries; I bought them (sie) in a book-store

n (auf) Wilhelm Street. 10. Mary's books are on the table in my room, but Max's books are not there; they are probably in his room. 11. In two days we shall have landed, and in three days we shall be in Chicago. 12. These old lords talk so much, but they do not act; they are probably too old.

LESSON XI.

DECLENSION OF NOUNS — GENERAL REVIEW.

132. The following remarks, in review of the declension of nouns, may be helpful for reference or for review:

(a) It is important to note the *gender*; the *ending* (if any, beyond the stem); the *accent*, especially if *final*.

(b) By these elements most nouns of more than one syllable are readily determined, as already defined. Those not thus defined are usually masculines or neuters of Strong II.

133. The chief difficulty is with monosyllables.

(a) These, if masculine, are usually Strong II — with a few important exceptions, *weak* (§84, b); and a few Strong III (§110, b) — which are soon learned by use.

(b) If feminine, monosyllables are mainly weak, but also *strong*, II (§102, c).

(c) If neuter, monosyllables are divided almost equally between Strong II and Strong III (§109). The feminine and neuter monosyllables must therefore be watched.

134. The mixed nouns — mostly masculine, a few neuter

— and the defective nominatives in -e (Lesson IX) — are readily learned by use.

135. Doubt as to vowel modification in plural can occur (with few exceptions) only in the masculines of Strong I and Strong II. Examples must be noted as they occur. See Appendix.

136. On gender, as related to declension, it may be remarked :

1. Neuters are always strong (except a few *mixed*).
2. Feminines are usually weak, with exceptions: Mutter, Tochter; a few nouns in niß, ſal, and some monosyllables (§102).
3. Masculines are of all forms — monosyllables usually strong. Yet as, in general, the gender determines the declension, and as gender is not always determined by meaning, the question of gender must receive careful attention (as below, §138).

REMARK. — Further details might be added, but hardly with profit. In general the student must rely largely on observation, especially of such nouns as most commonly occur. Some additional details are given in Appendix III.

137. The following table may help to impress upon the eye the chief forms of declension — feminine nouns being always unchanged in the singular.

The symbol * indicates umlaut ; M. F. N., masculine, feminine, neuter — the more prominent gender being in each case placed first.

SINGULAR.				
Weak	Strong I	Strong II	Strong III	Mixed
F. M.	M. N.	M. F. N.	N. M.	M. N.
N. -(e)	—	—	Same as Strong II	Like Strong I or II
G. -(e)n	—s	—(e)s		{ -e
D. -(e)n	—	—(e)		{ -en
A. -(e)n	—	—		{ or : -en
PLURAL.				
N. -(e)n	— or —	—e or —e	—er	—(e)n

138.

Gender of Nouns.

REMARK. — 1. The gender of nouns is important in itself, and also because it largely determines declension. But, as already seen, it is often not clearly indicated by the meaning, nor — especially in monosyllables — by the form of the noun. Details must, in general, be learned by experience. Some general rules are added, for reference; but only such are given as are of quite general application.

2. The subject of gender requires the more attention in consequence of the lack of grammatical gender in English. Important words should be remembered as they occur; and, as an aid to the memory, it is again recommended that nouns should always be associated with the proper form of the article; as, *der Zug, die Zucht; das Zeug*, etc. (as §65, 1).

3. It may also be repeated here that, in general, sex-names take the gender of the sex (with few exceptions). Hence the difficulty occurs mostly in nouns without sex (English *neuters*).

General Rules for Gender.

I. Sex-names are masculine or feminine, according to the sex. Except: *das Weib, das Frauenzimmer, the woman*; *das Weibchen, the wench*; and neuter diminutives in *-chen, -lein*.

II. Masculine are: 1. Nouns ending in -ig, -ich, -ling.

2. Most strong derivatives; i. e. of verb-roots without suffix.

3. Nouns in -en, not infinitives; and -er, expressing the agent.

4. Names of winds, seasons, months, days, mountains.

III. Feminine are: 1. Most nouns ending in -e, not of masculine meaning nor beginning with ge-.

2. Derivatives in -ei, -heit, -feit, -schaft, -t, -ung; foreign nouns in -ie, -ion, -tät, -ur.

3. Most abstract nouns.

IV. Neuter are: 1. Most nouns with prefix ge- or suffix -nis, -sal, -fel, -tum.

2. All diminutives in -chen, -lein.

3. Infinitives used as nouns.

4. Most collective nouns and generic names of animals.


5. Most names of countries, towns, minerals.

V. Foreign nouns usually retain their original gender.

VI. Compound nouns follow the gender of their last component.

VII. Some nouns have two genders, with difference of meaning (see Appendix).

VIII. A few nouns are of uncertain or variable gender. Details are found in the dictionary.

 As this Lesson is mainly for reference or review, no special Exercises are added. The *Leseübung* may give some useful examples in nouns.

Leseübung.

1. Unzufriedenheit.¹

So² sang ein Bauersmann,³ als⁴ er die Welt⁵ durchlief⁶:
 „Die Berge⁷ sind zu hoch,⁸ die Täler sind zu tief,⁹
 Die Seen sind zu tot,¹⁰ die Flüsse¹¹ zu lebendig.¹²
 Die Tiere¹³ sind zu dumm,¹⁴ die Menschen zu verständig.¹⁵
 Zu dunkel ist die Nacht, der Tag ist allzu hell;
 Der Mondschein¹⁶ ist zu blaß,¹⁷ der Sonnenschein zu grell,¹⁸
 Der Himmel¹⁹ ist zu weit,²⁰ die Erde²¹ ist zu enge,²²
 Ich wollte, daß ich wär' am letzten meiner Gänge.²³“

Friedrich Rückert.

¹ Discontent. ² thus. ³ farmer, peasant. ⁴ as, when. ⁵ world. ⁶ wandered through. ⁷ mountains. ⁸ high. ⁹ deep. ¹⁰ dead, quiet. ¹¹ rivers. ¹² lively, alive. ¹³ animals. ¹⁴ stupid. ¹⁵ sensible. ¹⁶ moonlight. ¹⁷ pale. ¹⁸ glaring. ¹⁹ sky, heavens. ²⁰ wide. ²¹ earth. ²² narrow. ²³ I wish I were on the last of my walks — i. e. at my life's end.

2. Nicht zu Hause.¹

Der gelehrte² Professor Meyer kam eines Abends³ nach Hause⁴ und klingelte.⁵ Das Dienstmädchen⁶ öffnete die Thür. Im Hause war es dunkel, denn⁷ die Frau Professor war nicht zu Hause und das Mädchen hatte in der Küche⁸ geschlafen.⁹ Also erkannte¹⁰ das Mädchen ihren Herrn im Dunkeln nicht und sagte: „Herr und Frau Professor sind nicht zu Hause.“ „Das tut mir leid,“¹¹ antwortete der gelehrte Herr Professor und ging¹² ruhig¹³ fort.¹⁴

¹ at home. ² learned. ³ one evening (gen. of time). ⁴ home. ⁵ rang the bell. ⁶ servant-girl. ⁷ for (conj.). ⁸ kitchen. ⁹ slept. ¹⁰ recognized. ¹¹ I am sorry. ¹² went. ¹³ quietly. ¹⁴ away.

LESSON XII.

STRONG DECLENSION OF ADJECTIVES.

139. The adjective is declined *strong* when not preceded by the inflectional ending of an article or pronominal adjective (see §89). Its forms are essentially the same as those of *dieſer* (§68, *a*). But in the genitive singular, masculine and neuter, the weak form *-en* is commonly used instead of *-eſ*. Hence the endings:

SINGULAR.			PLURAL.
<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
-er	-e	-eſ	-e
-en	-er	-en	-er
-em	-er	-em	-en
-en	-e	-eſ	-e

So with nouns :

	(<i>good wine</i>)	(<i>great joy</i>)	(<i>fine cloth</i>)
Sing. N.	guter Wein	große Freude	feines Tuch
G.	guten Weines	großer Freude	feinen Tuches
D.	gutem Weine	großer Freude	feinem Tuche
A.	guten Wein	große Freude	feines Tuch
Pl. N.	gute Weine	große Freuden	feine Tücher
	etc.	etc.	etc.

140. In accordance with the above rules, pronominals of defective inflection (like *ein*, *fein*, etc. §73) are followed, when inflected, by *weak* forms; when defective, by *strong* forms of the adjective. Thus:

SINGULAR.

N. ein	guter	Wein	meine	große	Freude	kein	feines	Tuch
G. eines	guten	Weines	meiner	großen	Freude	keines	feinen	Tuches
D. einem	guten	Weine	meiner	großen	Freude	keinem	feinen	Tuche
A. einen	guten	Wein	meine	große	Freude	kein	feines	Tuch

PLURAL.

meine	großen	Freuden	keine	feinen	Tücher
etc.			etc.		

— which differs from the weak declension (§88) only in the forms printed in heavy type, where the pronominal has no ending — the entire feminine and plural being *weak*.

141. This combination is sometimes called the *mixed declension* — but with doubtful advantage; for every adjective form is always either *strong* or *weak*, and always by the same rule.

142. Comparing the weak declension of adjectives (§88) with §§139, 140, it appears that the *distinctive inflection* is expressed in the adjective only when not expressed in a preceding determinant, and that the repetition of distinctive forms is avoided — the adjective and the determinant (if any) together forming a *combined declension* — the form, if weak, being expressed by the determinant; if strong, by the adjective itself.

NOTE. — It may be noted (1) that the weak adjective has only two endings: *e* (five times) and *-en*. All other endings *-er*, *-es*, *-em*, are always strong; (2) also that *-e* in the nominative and accusative singular feminine, and *-en* in the accusative singular masculine and in the dative plural, remain the same in all declensions.

REMARK. — Observe also that the principle of adjective declension

is quite different from that of nouns. Each noun is declined in its own way — always the same; but adjectives are declined according to circumstances — *and all adjectives alike*. (Thus the *mixed declension* in nouns designates a certain class of nouns — not so, the so-called mixed declension of adjectives).

General Notes on Adjectives.

143. (a) As stated, §72, adjectives used as predicate are uninflected. So also in the *objective* or *factive* predicate. As: er machte seine Freunde glücklich, *he made his friends happy*.

(b) Adjectives are uninflected also when simply appositive; as, der Held, jung und schön; but inflected when so used after a determinant; as, der Held, der schöne; ein Jüngling, ein schöner; *a youth, a beautiful one*. (For omission of *one*, see §91).

(c) The inflection of the adjective is not affected by words intervening after its determinant; as, mein stets treuer — der stets (*ever*) treue — Freund.

(d) Successive adjectives also retain the same inflection; as, mein lieber alter Freund; der liebe gute Mann.

144. Compound adjectives, like compound nouns, inflect only the last component; as, dunkelgrünes Glas, *dark-green glass*.

145. Adjectives, usually with article or other determinant, are freely used as nouns, being then written with capital initial, but retaining the declension of adjectives; as, der Alte, *the old man*; ein Alter, *an old man*; eine Alte, *an old woman*; das Alte, das Gute, *the old, the good* (abstractly); pl. die Guten, *the good* (persons in general); as, die Guten lieben das Gute (*what is good*).

Similarly the participles of verbs ; as, ein Liebender, *a lover*; die Geliebte, *the beloved one* (woman); das Gesagte, *what has been said*, etc.

NOTE.—Some words, habitually used in this way, are sometimes called *adjective nouns*. Such are: der Deutsche, *the German*; der Fremde, *the stranger*; der Reisende, *the traveler*, etc. They usually denote persons and decline as adjectives. As:

Nom. ein Fremder; or der Fremde; pl. die Fremden

Gen. eines Fremden; or des Fremden; pl. der Fremden, etc.

— and similarly, fem.: eine Fremde, or die Fremde, etc.

146. Adjectives without inflection are habitually used as adverbs; as, er schreibt schnell aber gut, *he writes rapidly but well*.

Special Forms in Adjectives.

147. 1. For omission of *e* in declension of adjectives ending in *e*, *el*, *en*, *er*; also for inflectional stem of hoch, *high*; see §90. See also §91.

2. Derivatives in *-er*, from names of places, when used as adjectives, are without inflection; as, Berliner Bier, *Berlin beer*.

3. Ganz, *whole, all*; and halb, *half*, standing alone before names of countries or towns, are uninflected; as, ganz England, *all England*; halb London, *half London*; but: die ganze Stadt, *the whole city*; eine halbe Stunde, *half an hour*.

4. The ending *-es* of the neuter nom. and accus. singular is sometimes dropped, especially in poetry; lieb Kindlein, *dear little child*; ein getreu Gedächtnis, *a faithful memory*. (Only rare are such forms as lieb Knabe for lieber Knabe).

5. Inflection occurs only in the last of several adjectives marking together one compound quality; as, rot, weiß und blaue Fahnen, *red, white and blue flags*.

6. Often in poetry the last of successive adjectives is alone

inflected; as, ein falsch verrätherischer Rath, *a false, treacherous counsel*; or neither, if neuter, as (4) above.

7. Inflection is omitted in some phrases; as, Alt und Jung, *old and young*.

8. Contrary to §143, *d*, a weak form sometimes follows a strong one, as if *determined* by it. As: mit gutem rothen Wein, *with good red wine*.

NOTE. — For variable forms after certain indefinites see §266.

Position of Adjectives.

148. (a) An adjective is usually preceded by its modifiers; as (adverb), ein sehr schöner Tag; (object), sei mir gnädig, *be gracious to me*; but a preposition phrase may follow; as, sei gnädig gegen mich, *towards me*.

(b) *Attributive* and *appositive* adjectives stand as in English; *predicate* adjectives usually after other adjuncts. As: er blieb seiner Pflicht immer treu, *he remained ever true to his duty*.

Vocabulary.

der Bäcker, *the baker*.
das Brot, -e, *the bread*.
der Kuchen, —, *the cake*.
der Schlächter, —, *the butcher*.
das Fleisch, *the meat*.
die Wurst, -e, *the sausage*.
der Schinken, *the ham*.
das Bier, *the beer*.
die Flasche, *the bottle*.
das Glas, -er, *the glass*.
das Leben, *the life*.
der Morgen, —, *the morning*.

die Stunde, *the hour, lesson*.
der Deutsche, *the German (man)*.
es tut mir leid, *I am sorry*.
fremd, *strange, foreign*.
ehrlich, *honest*.
stark, *strong*.
freundlich, *friendly*.
jetzig, *present (time)*.
alles, *everything, all*.
wollen, *to want, will*.
trinken, *to drink*.

danke (dat.), to thank.

fragen, to ask.

immer, always.

nur, only, just.

Nun! Well!

bitte (abbr. of ich bitte), please.

gern, gerne, gladly.

zu (prep. dat.), to, at.

Reading Exercise.

1. Guten Morgen, Frau Brown, haben Sie eine halbe Stunde Zeit? Jawohl, Frau Meyer, ich habe immer Zeit für Sie. 2. Nun, ich bin hier fremd in Ihrer schönen Stadt, sagen Sie mir (me, to me), bitte, wo man alles kauft. Jawohl, gerne, fragen Sie nur, was Sie wollen! 3. Hat Ihr deutscher Bäcker gutes Brot? Ja, er hat sehr gutes Brot und auch gute Kuchen, wir kaufen alles da. Die besten Bäcker in unserer Stadt sind Deutsche. 4. Haben Sie einen guten Schlachter? Smith in der Marktstraße hat gutes und billiges Fleisch, ich kaufe mein Fleisch immer da; er hat auch gute Würste und schöne Schinken. 5. Wo kann man gutes Bier und guten Wein kaufen? Es tut mir leid, aber wir trinken hier im Hause kein Bier und keinen Wein. 6. Nun, haben Sie einen guten Schneider? Unser alter Schneider hat immer gutes und feines Tuch, er ist ein Deutscher, er ist aber sein halbes Leben in England gewesen. 7. Ist er billig? Nein, billig ist er nicht, aber gute Schneider sind niemals sehr billig und gutes Tuch ist immer teuer. Er ist ein guter, alter, ehrlicher Deutscher und was er macht, ist immer gut. 8. Wo ist der beste Schuhladen hier? In der Chestnutstraße, die halbe Stadt kauft da, man kauft da sehr starke aber leichte Schuhe. 9. Ich danke Ihnen (you), Frau Brown, es war sehr freundlich von Ihnen, mir alles zu sagen! O, bitte, Frau Meyer, es hat mir große Freude gemacht!

10. Guten Morgen, Frau Brown! Guten Morgen, Frau Meyer! Kommen Sie wieder (again).

Oral Exercise.

Supply the endings of the adjectives and adjective-nouns in the following sentences:

1. Unser alt— Bäcker ist ein Deutsch—. 2. Er hat gut— Brot und schön— Kuchen. 3. Er ist der best— Bäcker in unserer klein— Stadt. 4. Kaufen Sie drei halb— Flaschen Wein. 5. Unser jetzig— Schlachter ist Smith, er hat gut— Fleisch und gut— Würste, aber keinen gut— Schinken. 6. Gut— Wasser ist besser als schlecht— Bier oder schlecht— Wein. 7. Gut— fein— Tuch ist teuer. 8. Freundlich— Menschen sind nicht immer ehrlich. 9. Gut— Schneider sind teuer. 10. Der Fremd— ist ein Deutscher. 11. Gut— Wein ist hier billig. 12. Der gut— reich— Herr gibt den Arm— Brot. 13. Ich habe ein neu— Buch und ein alt—. 14. Wir tranken weiß— Wein aus dunkelgrün— Gläsern. 15. Diese jung— Dame ist eine Fremd—. 16. Lieb— Kinder, trinkt nicht so viel kalt— Wasser. 17. Das klein— Kind macht seinem alt— Vater groß— Freude. 18. Klein— Kinder und alt— Frauen waren in dem groß— Garten.

Written Exercise.

1. This German baker has good bread, but his cakes are not so good. 2. He has a large store in Chestnut street. 3. Where did you buy this good meat? I bought it in Market street; they always have good meat and fine hams there. 4. Do not buy cheap sausages, they are not good! Yes, but dear (ones) are also not always good. 5. Our old shoemaker

makes good shoes, but they are too dear! Well, good shoes are often dear. 5. My present tailor is an honest and friendly man and has good cloth, but he is a bad tailor. 6. Good men are always honest, but not always friendly. 7. This old German is a stranger in our little town. 8. I am sorry, but we have no good beer and no wine in the house; but we have good cold water. 9. The great joy of our whole town is our beautiful water. 10. A glass of good water is better than bad beer and not as (fö) dear. 11. He bought three bottles of cheap wine, but we did not drink it; we drank good cold water. 12. We are Americans, not Germans! 13. He said only "Good morning!" and I answered "Good-day!" 14. I have only half an hour, you have the whole day! 15. New York time is not Berlin time. 16. Good fathers do not always have good children, and good children do not always have good fathers.

LESSON XIII.

STRONG VERBS — PRINCIPAL PARTS (§131).

149. Strong verbs form their past tense by change of root-vowel, without any ending in first and third persons singular (as in English, *fall, fell; come, came*, etc.).

NOTE. — This vowel change is called *Ablaut*; and is quite different from vowel modification, or *Umlaut*, as in plural of nouns, etc.

150. The perfect participle of strong verbs ends in -en (§120, b). The root-vowel of the participle may be:

I. The same as in the infinitive (1, 2, 1); as:

	INFIN.	PAST	P. PART.
<i>to come</i>	kommen	kam	gekommen
<i>to call</i>	rufen	rief	gerufen

II. The same as in the past (I, 2, 2); as:

<i>to lift</i>	heben	hob	gehoben
<i>to write</i>	schreiben	schrieb	geschrieben

III. Different from both of these (I, 2, 3); as:

<i>to find</i>	finden	fand	gefunden
<i>to lie</i>	liegen	lag	gelegen

REMARK.— This simple classification, which emphasizes the vowel sequence, has been found helpful to beginners. Various other classifications might be made. For details, see Appendix III.

151. Except as above noted (§149) — and sometimes in the imperative (as in next Lesson) — the personal endings are the same as in weak verbs. Thus:

	INDIC. PRES.		INDIC. PAST.		IMPERAT.
	(rufen) (finden)				
ich	rufe finde		rief fand		rufe finde
du	rufst findest		riefst fandst		
er	ruft findet		rief fand		
wir	rufen finden		riefen fanden		ruft findet
ihr	ruft findet		rieft fandet		
sie	rufen finden		riefen fanden		

The compound parts are formed as in weak verbs:

Perfect: ich habe gerufen, gefunden, ich bin gekommen.

Pluperf: ich hatte gerufen, gefunden, ich war gekommen.

Future: ich werde rufen, finden, kommen.

Fut. Perf.: ich werde gerufen haben, gefunden haben, gekommen sein.

with auxiliaries inflected, as heretofore.

The Relative Pronoun (Preliminary).

152. The nominative and accusative forms of the relative pronouns *welcher*, *der* (*who, which, that*) are :

<i>m.</i>	<i>f.</i>	<i>n.</i>	<i>m. f. n.</i>
N. <i>welcher</i>	<i>welche</i>	<i>welches</i>	<i>pl. welche, who, etc.</i>
or <i>der</i>	<i>die</i>	<i>das</i>	<i>pl. die, who, etc.</i>
A. <i>welchen</i>	<i>welche</i>	<i>welches</i>	<i>pl. welche, whom, etc.</i>
<i>den</i>	<i>die</i>	<i>das</i>	<i>pl. die whom, etc.</i>

(a) The relative introduces (and connects) a dependent clause, and is thus nearly akin to the subordinating conjunction. Its agreement is the same as in English, but is more fully expressed by form.

(b) The relative usually stands at the head of its clause, but may be preceded by a preposition. As : *der Wald, durch welchen wir reisten, the forest through which we were traveling.*

(c) All relative clauses in German are punctuated with a comma.

Further uses of the relative hereafter.

Rule of Position : The Transposed Order.

153. In dependent clauses, introduced by a subordinating connective (conjunction or relative pronoun), the verb stands at the end of the clause. This is known as the *Transposed Order*.

NOTE. — The “verb” means here (as §§76, 115) the finite (or inflected) verb-word — in compound tenses, the auxiliary. As :

ich höre, daß das Kind noch sehr krank ist
I hear that the child still very sick is.
ich sehe, wie die Blätter jetzt von den Bäumen fallen
I see how the leaves now from the trees fall.

heben, hob, gehoben, <i>to lift.</i>	das Hotel', -s, <i>the hotel.</i>
schreiben, schrieb, geschrieben, <i>to write.</i>	der Bahnhof, -e, <i>the railroad-station.</i>
stehen, stand, gestanden, <i>to stand.</i>	der Zug, -e, <i>the train.</i>
verlieren, ¹ verlor, verloren, <i>to lose.</i>	der Koffer, —, <i>the trunk.</i>
finden, fand, gefunden, <i>to find.</i>	heute morgen, <i>this morning.</i>
liegen, lag, gelegen, <i>to lie.</i>	dahin, <i>thither, there.</i>
gehen, ging, gegangen (i.), <i>to go, walk.</i>	ogleich, <i>at once.</i>
legen, <i>to lay.</i>	nach nicht, <i>not yet.</i>
glauben, <i>to believe.</i>	durch (acc.), <i>through.</i>
suchen, <i>to seek, look for.</i>	bei (dat.), <i>by, near.</i>
} weak verbs.	daß (sub. conj.), <i>that.</i>
	als (sub. conj.), <i>when, as</i> (referring to past time).
wahr, <i>true.</i>	wenn, <i>if, when</i> (referring to future or indefinite time).
der Freund, -e, <i>the friend.</i>	
die Erde, <i>the earth, ground.</i>	

Reading Exercise.

1. Heute morgen kam ein Brief von meinem Bruder, der jetzt in Deutschland ist. 2. Er schrieb einen langen Brief an (to) meinen Vater. 3. Mein Bruder war in Hamburg, aber er ist nach Berlin gegangen. 4. Er schreibt, daß er diese Stadt sehr schön findet. 5. Morgen werde ich meinem Bruder einen langen Brief schreiben. 6. Karl, hast du dein deutsches Buch gefunden? Ja, Vater, es lag auf dem Tische in meinem Zimmer, Marie hatte es dahin gelegt und ich fand es da. 7. Mein Freund kam, als ich rief. 8. Er hob das Papier auf (up), welches auf der Erde lag, und steckte es in die Tasche. 9. Das Papier, welches er in die Tasche steckte, war der Brief, den ich verloren hatte. 10. Der Knabe, der das Papier hat, ist mein Freund. 11. Die Frau, die gestern

¹ In verlieren, ver- is prefix: hence no augment.

hier war, ist die Mutter des Knaben, der so krank ist. 12. Der junge Mann, den Sie gestern in der Stadt sahen, ist unser neuer Lehrer. 13. Er wird kommen, wenn Sie rufen. 14. Ich habe gerufen und er ist sogleich gekommen. 15. Die Bücher, die wir gekauft haben, sind noch nicht gekommen, sie werden wohl morgen kommen. 16. Ich glaube nicht, daß sie morgen kommen werden. 17. Es war schon dunkel, als wir in die Stadt kamen. Die Straßen aber, durch welche wir kamen, waren sehr hell. 18. Mit welchem Zuge sind Sie gekommen? Mit dem Zuge von Berlin, aber unsere Koffer sind noch nicht gekommen.

Oral Exercise.

I. *Supply in the following sentences the missing relative pronouns (using both forms):*

1. Der Mann, — hier ist, ist mein Freund.
2. Der Mann, — Sie sehen, ist unser Schneider.
3. Die Frau, — so krank ist, ist sehr arm.
4. Frau Brown, — Sie suchen, wohnt in unserer Straße.
5. Ich habe das Buch gefunden, — Sie suchten.
6. Er hat die Briefe verloren, — er in der Tasche hatte.

II. *Change the present into past tense in following sentences:*

1. Er ruft und ich komme.
2. Mein Bruder schreibt einen Brief.
3. Der kranke Mann liegt auf dem Bette.
4. Die Frau findet das Geld in ihrer Tasche.
5. Er steht da und sieht mich.
6. Ich gehe nach dem Bahnhof.
7. Sie verliert ihren Koffer.
8. Der Lehrer legt das Buch auf den

Ziſch. 9. Ein Mann hebt das Papier auf und ſteckt es in die Taſche. 10. Wir glauben das gerne.

Written Exercise.

1. My ſiſter, who is in Germany, wrote a long letter to my mother. 2. She wrote that ſhe was going to Hamburg. 3. My mother laid the letter upon the table which ſtands in her room. 4. The letter is lying there now. 5. I found the letter in my pocket. 6. My friend called and I came at once. 7. I came at once when my friend called. 8. I ſhall go, if my friend calls. 9. He found the book which he had loſt. 10. The girl who has the book is a friend of my ſiſter. 11. That man who was here this morning is the father of the girl who is ſo ill. 12. The old man whom we ſaw yeſterday is very poor. 13. I do not believe that our trunks will come to-day. 14. The trunks have come; there they are. 15. The trunks which have come are not ours. 16. I ſhall buy the book, if it is not too dear. 17. The little town through which we came has only one hotel. This hotel ſtands by the railway-ſtation. 18. It is true, if he ſaid it. 19. The man who is ſtanding there is the man whom we ſaw in the hotel. 20. Which man did you ſee? The man who ſaid "Good day," when we came.

LESSON XIV.

STRONG VERBS (*continued*).

155. In the ſecond and third ſingular of the preſent indicative certain ſtrong verbs modify or change the root-vowel:

(a) Most of these with root-vowel *a* modify to *ä*. As:
bäcken, to bake: ich *bäcke*, du *bäckst*, er *bäckt*; wir *bäcken*, etc.

NOTE. — Excepted are only *schaffen, to create*; *schallen, to sound*.

156. All with root-vowel *e* short change *ë* to *i*. As:
bergen, to hide: ich *berge*, du *birgst*, er *birgt*; wir *bergen*, etc.

157. (a) Of those with root-vowel *e* long, some change *ē* to *ie* (see §8). As:

sehen, to see: ich *sehe*, du *siehst*, er *sieht*; wir *sehen*, etc.

(b) The following change *ē* to *i* (short):
geben, to give: ich *gebe*, du *gibst*, er *gibt*; wir *geben*.
nehmen, to take: ich *nehme*, du *nimmst*, er *nimmt*; wir *nehmen*.
treten, to step: ich *trete*, du *trittst*, er *tritt*; wir *treten*, etc.

NOTE. — For the doubled *m*, *t*, see §5.

(c) But others retain long *e* unchanged. As:
weben, to weave: ich *mebe*, du *webst*, er *webt*; wir *weben*, etc.

As to details, see Remark below.

158. (a) The following also modify the root-vowel:
laufen, to run: ich *laufe*, du *läufst*, er *läuft*; wir *laufen*.
saufen, to swill: ich *saufe*, du *säufst*, er *säuft*; wir *saufen*.
stoßen, to push: ich *stoße*, du *stößest*, er *stößt*; wir *stoßen*, etc.

(b) And the following changes *ö* to *i* (short):
löschē, to die out: ich *lösche*, du *löschest*, er *löscht*; wir *löschē*, etc.

159. Verbs whose stem ends in *-b* or *-t* contract the second and third singular if they modify or change the root-vowel. As:

raten, to advise: ich *rate*, du *rätst*, er *rät*; wir *raten*.
schelten, to scold: ich *schelte*, du *schiltst*, er *schilt*; wir *schelten*, etc.

But *bieten, to bid*: du *bietest*, er *bietet*, without change.

160. (a) All verbs which change to *ie* or *i* in the present indicative make the same change also in the imperative singular, and drop the ending *-c*. As :

IMPER. SING.

bergen	birg	löſchen	liſch
geben	gib	ſchelten	ſchilt
nehmen	nimm	ſehen	ſieh
treten	tritt	etc.	etc.

— but the rest of the imperative is regular : *bergt, gebt, ſeht*, etc. (*werden* is alone excepted, § 106).

(b) Other verbs which change in the present retain the regular imperative ; as, *baſe, laufe, ſtoße*, etc.

(c) By analogy with (a) other strong verbs sometimes omit *c* in the imperative singular ; as, *bleib, stay ; komm, come* (for *bleibe, komme*) ; but no rule can be given.

161. Some further examples may be added for practice :
 Like *ſacken*: *fallen, to fall ; fangen, to catch ; ſchlafen, to sleep*.
 “ *bergen*: *brechen, to break ; ſprechen, to speak ; ſterben, to die*.
 “ *ſehen*: *leſen, to read ; ſtehlen, to steal. ſcheren, to shear*.
 “ *weben*: *heben, to lift ; gehen, to go ; ſtehen, to stand*, etc.

162. Special changes in strong verbs, to be noted as they occur, are :

(a) Change in *quantity* of root-vowel (as above, § 157, b ; § 160) ; also in the principal parts. As :

<i>to flow</i>	fließen	ſieß	gefloſſen
<i>to eat</i>	freſſen	fräß	gefreſſen, etc.

(b) Change in stem consonant. As :

<i>to go</i>	gehen	ging	gegangen
<i>to stand</i>	ſtehen	ſtand	geſtanden

(c) Or in both vowel and consonant. As:

<i>to suffer</i>	leiden	litt	gelitten
<i>to boil</i>	ſieden	ſott	geſotten, etc.

For other special cases, see the Alphabetical List.

REMARK 1. — The student can hardly be expected to master at first all details of the strong or other irregular verbs, but the chief peculiarities (as above) should be noted, and remembered as they occur. Most of the strong verbs are of frequent use, and thus are easily learned by experience.

2. The strong verbs may be classified (as in the Appendix, or variously, otherwise). But such classification is of little use to the beginner. The verbs must, in general, be learned *as individuals*, and this chiefly by observation and use.

• In all cases of doubt let reference be made to the Alphabetical List (p. 325).

Word-Order: Complex Sentences.

163. The rules of word-order already explained apply also to complex sentences, in so far as the clauses represent the grammatical elements of the complete sentence. Hence:

(a) If the introductory dependent clause is *subject*, it is followed at once by the principal verb (in *normal order* (§76, 1). As:

daß er heute hier sein wird, ist sehr unwahrscheinlich
that he to-day here be will is very improbable.

(b) If the introductory dependent clause is *objective* or *adverbial*, the principal verb follows in *inverted order* (§76, 2). As:

daß er heute hier sein wird, glaube ich nicht
that he to-day here be will. believe I not.

als wir in die Stadt kamen, war es noch heller Tag
when we into the city came, was it yet bright day.

(c) In the latter case, especially after a clause of *condition* or *cause*, the principal verb is often introduced by *so* (usually not translated). As:

wenn er solche Worte gesprochen hat, so werde ich ihn tadeln
if he such words spoken has, (so) shall I him blame.

weil der Lehrer sie gescholten hatte, so weinte sie bitterlich
because the teacher her scolded had, (so) wept she bitterly.

NOTE. — Observe that in all these cases — that is, when a principal sentence is preceded by a dependent clause — the two verbs (dependent and principal) stand *close together*, being separated only by a comma or by a comma with *so*. This observation is often useful in construing complex sentences.

(d) Sometimes, however, especially in simple style or for emphasis, a principal clause is construed *normal* (without *so*), after a clause of condition — yet this should hardly be imitated by the beginner. As:

wenn er das sagt, ich glaube ihm nicht, *if he says that, I do not believe him*; wenn es auch regnet, wir gehen doch aus, *even if it rains, we are going out.*

Vocabulary.

geben, gab, gegeben, *to give.*

lesen, las, gelesen, *to read.*

treten, trat, getreten, *to step, tread.*

essen, aß, gegessen, *to eat.*

fressen, fraß, gefressen, *to eat (of animals).*

schlafen, schlief, geschlafen, *to sleep.*

raten, riet, geraten (dat.), *to advise.*

laufen, lief, gelaufen, *to run.*

backen, buk, gebacken, *to bake.*

schallen, scholl, geschollen, *to sound.*

saufen, saß, gesoffen, *to drink (like an animal).* [*drink.*]

trinken, trank, getrunken, *to*

sprechen, sprach, gesprochen, <i>to speak.</i>	viel, <i>much.</i>
schelten, schalt, gescholten, <i>to scold.</i>	viele, <i>many.</i>
helfen, * half, geholfen (dat.), <i>to help.</i>	laut, <i>loud.</i>
nehmen, nahm, genommen, <i>to take.</i>	schnell, <i>quick, fast.</i>
warten (auf, acc.), <i>to wait (for).</i>	der Sohn, *c, <i>the son.</i>
wenig, <i>little (of quantity).</i>	das Tier, -e, <i>the animal.</i>
wenige, <i>pl., few.</i>	das Geld, -er, <i>the money.</i>
	weil (sub. conj.), <i>because.</i>
	zu Hause, <i>at home.</i>
	nach Hause, <i>home.</i>

NOTE. — The verbs are arranged as indicated §150.

Reading Exercise.

1. Der Bäcker bäckte das Brot und wir essen es. 2. Er spricht so laut, daß es durch das ganze Haus schallt. 3. Wo ist Alfred? Er hilft seinem Vater im Garten. 4. Siehst du das weiße Haus da? Da wohnt der Präsident! 5. Gibst du mir das Buch oder nicht? Ja, ich gebe es dir, nimm es nur! 6. Er läuft schnell aber ich laufe noch schneller. 7. Der Lehrer rät den Schülern, fleißig zu sein. 8. Der Vater schilt seinen Sohn, weil er so faul ist. 9. Sieh, da kommt der Lehrer! 10. Ist Karl zur Schule gegangen? Nein, da steht er noch. 11. „Daß der kranke Mann noch immer schläft, ist sehr gut,“ sagte der Doktor. 12. Daß er seinem Vater viel hilft, glaube ich nicht. 13. Als wir in das Zimmer traten, sahen wir unsern Vater. 14. Wenn er meinem Bruder das Buch gibt, so werde ich es lesen. 15. Weil es im Zimmer sehr hell war, sah er alles. 16. Er schrieb den Brief, als ich in das Zimmer trat. 17. Das Tier frißt, der Mensch ißt. 18. Das Tier säuft, der Mensch trinkt, aber viele Menschen saufen auch. 19. Wir standen

und warteten, aber er kam nicht, so gingen wir nach Hause.
 20. Da lag der arme Mann und sagte kein Wort, aber seine Frau sprach und schalt sehr viel.

Oral Exercise.

I. *Change the past tense into present tense in following sentences :*

1. Er trat in das Zimmer und sah seinen Freund.
2. Der kranke Mann schlief, sie sprach kein Wort.
3. Der Bäcker buk.
4. Der Sohn half dem Vater nicht.
5. Der Vater schalt den Sohn.
6. Er nahm das Geld, welches du mir gabst.

II. *Change in each sentence one of the following coördinate clauses into a subordinate clause by inserting als, weil, etc.*

1. (Als) Ich kam nach Hause und ging zu Bett.
2. (Weil) Die Schüler arbeiteten nicht und der Lehrer schalt.
3. (Weil) Sprich nicht so laut! dein Vater ist krank.
4. (Daß) Die Koffer kommen morgen, glaube ich.
5. (Als) Er trat in das Zimmer und fand seinen Freund da.
6. (Wenn) Er wird kommen und ich werde ihn sehen.

Written Exercise.

1. Who bakes your bread? We bake it at home.
2. Do not speak so loud, Karl, it sounds through the whole house, and your father is ill.
3. Help your little brother, Alfred! do you not see that he has lost his hat?
4. My mother gives this poor old woman our old shoes; she gives the shoes to her little grandsons.
5. This little boy runs home when the

teacher scolds. 6. He advises his friend to take the money. 7. The boy talks too much and eats too fast. 8. I do not believe that he will come this morning. 9. The doctor says that she still sleeps. 10. When I stepped into the room I found the animal upon a chair. 11. Because the scholars are so lazy the teacher scolds. 12. When I gave the poor man a glass (of) water he drank it. 13. Because it was very dark in the house he saw nothing. 14. When I was standing there he came. 15. He came and stood and waited, but she did not come. 16. When I was going home I saw my uncle. 17. I called, but he did not hear. 18. When we came to the railroad-station the train was still there. 19. If we wait our trunks will come. 20. Our trunks are on the train which is standing there.

LESSON XV.

PREPOSITIONS WITH SINGLE CASES.

164. The use of prepositions with the cases has already been partly shown in the exercises. The most common forms will now be grouped together. Further statements hereafter (Lesson XXXVI).

In addition to the simple (or pure) prepositions, other words or phrases are used as prepositions (as in English, *concerning*, *instead of*, etc.). These will be given more fully (Lesson XXXVII).

165. The cases most usual with prepositions are the dative and the accusative. Prepositions governing the genitive are of rarer use. The most usual are:

Prepositions governing the Genitive.

statt (anstatt), <i>instead of</i>	während, <i>during</i>
trotz, <i>in spite of</i>	wegen, <i>on account of</i>

NOTE. — Wegen usually stands after the object.

166. Prepositions governing the Dative.

aus, <i>out of, from, of</i>	nach, <i>after, to, according to</i>
außer, <i>except, besides</i>	seit, <i>since</i>
bei, <i>by, near, at, with</i>	von, <i>from, of, by (agent)</i>
mit, <i>with, along with</i>	zu, <i>to, at, for</i>

NOTE 1. — Nach, meaning *according to*, may follow the object; as, meiner Meinung nach, *according to my opinion*.

2. Motion *to*, with *places*, is usually nach; with *persons*, zu.

3. The preposition *to*, with verbs of *motion*, must be distinguished from *to* expressing the indirect object (dative alone).

167. Prepositions governing the Accusative.

durch, <i>through, by (means of)</i>	ohne, <i>without, but for</i>
für, <i>for</i>	um, <i>around, about, for</i>
gegen, <i>towards, against</i>	wider, <i>against</i>

NOTE. — Bis, *till, to*, is sometimes used alone with accusative, but more usually is combined with another preposition; as, bis auf, bis zu, etc.

Zu with the Infinitive.

168. It has been seen that the simple infinitive (as haben, loben, etc.) is used with the auxiliary werden to form the future and conditional. It is also used with the *modal auxiliaries* (corresponding to *can, may, must*, etc.), and with a few other verbs (as hereafter) — corresponding very nearly with English usage.

(a) With these exceptions, a dependent infinitive is usually expressed with zu (as with English *to*). Thus:

PRESENT.

zu haben, *to have*
 zu loben, *to praise*
 zu sein, *to be*
 zu fallen, *to fall*, etc.

PERFECT.

gehabt zu haben, *to have had*
 gelobt zu haben, *to have praised*
 gewesen zu sein, *to have been*
 gefallen zu sein, *to have fallen*, etc.

(b) In all cases *zu* stands immediately before the infinitive word and is repeated with each ; as, *ich wünsche zu singen und zu tanzen*, *I wish to sing and (to) dance* ; *ich glaube das Buch gesehen und gelesen zu haben*, *I think I have (to have) seen and read the book*. Or, with adjectives or nouns ; as, *bereit zu sterben* (or *zu sterben bereit*), *ready to die* ; *die Freude, Sie gesehen zu haben*, *the pleasure to have (of having) seen you*.

NOTE 1. — This *zu* (as *to* in English) was primarily a preposition, in special uses, but has now become, in many cases, a mere prefix of the infinitive (which is then often called “the *zu* infinitive,” or sometimes “the supine”).

2. Confusion often arises from the false teaching (in English grammars “so-called”) that the form with *to* is the true infinitive, or infinitive proper. On the contrary, the true or *simple infinitive* is without prefix (as in German) — the form with *to* being *constructive* and idiomatic.

Um . . . zu with Infinitive.

169. An infinitive clause expressing *purpose* is usually introduced by the preposition *um*, *in order . . . to* (*for . . . to*). As : *er ist nach Deutschland gereist, um die deutsche Sprache dort zu studieren*, *he has gone to Germany, (in order) to study there*, etc.

Note, again, the position of the infinitive, at the end of its clause preceded immediately by *zu*.

Vocabulary.

bitten, bat, gebeten (um), *to beg, ask (for).*

bleiben, blieb, geblieben, f., *to remain, stay.*

fahren, fuhr, gefahren (i.), *to travel, drive, ride.*

sterben, starb, gestorben, f., *to die.*

bezahlen, *to pay.*

holen, *to fetch.*

kämpfen, *to fight.*

wünschen, *to wish.*

das Wetter, *the weather.*

die Meinung, -en, *the opinion.*

der Abend, -e, *the evening.*

der Feind, -e *the enemy.*

die Mark, —, *the mark (= 25 cents).*

bereit, *ready, prepared.*

müde, *tired.*

ruhig, *quiet.*

weit, *far.*

niemand, *nobody.*

wieder, *again.*

Reading Exercise.

1. Statt des Wassers trank er Wein, weil das Wasser so schlecht war. 2. Trotz des schlechten Wetters blieb er nicht zu Hause. 3. Während des Tages hatten wir schönes Wetter, aber nicht während der Nacht. 4. Des kranken Vaters wegen waren die Kinder sehr ruhig. 5. Mein Freund kam mit seiner Schwester aus dem Hause und beide gingen nach der Stadt. 6. Außer meiner Mutter war niemand zu Hause. 7. Ich werde bei meinem Onkel wohnen. Sein Haus liegt bei dem Bahnhofe. 8. Der Knabe ging mit seiner Schwester nach dem Hause des Lehrers. 9. Meiner Meinung nach ist das Haus zu klein und zu teuer. 10. Seit drei Tagen habe ich meinen Onkel nicht gesehen. 11. Von seinem Hause nach der Stadt ist nicht weit. 12. Wir sprachen von dem schlechten Wetter. 13. Dieses alte Haus ist von meinem Großvater gebaut. 14. Der Student ging zu seinem Freunde, um ein Buch zu holen. Weil der Freund aber nicht zu Hause war, ging er wieder ohne das Buch nach Hause. 15. Durch den

Garten liefen die Kinder, um Äpfel zu finden, aber sie fanden keine. 17. Gegen Abend wurde das Wetter sehr schlecht. 18. Für das Vaterland kämpft der Soldat gegen den Feind. 19. Um das Haus liefen die Kinder, um den Vater zu finden. 20. Er hat seinen Freund um den Brief, den er noch nicht gelesen hatte. 21. Sie wünscht das Buch zu haben und es zu lesen, aber sie wünscht es nicht zu kaufen. 22. Geld zu haben ist besser als Geld gehabt zu haben. 23. Die Freude seinen alten Freund gesehen zu haben, war sehr groß. 24. Die Soldaten sind bereit, für das Vaterland zu kämpfen und zu sterben.

Oral Exercise.

Supply the endings in following sentences :

1. Während d— Sommers blieben wir bei mein— Onkel.
2. Wegen d— Wetters ging er nicht nach d— Stadt. 3. Der Sohn kam statt d— Vaters.
4. Die Schwester spielt mit ihr— Bruder. 5. Außer unser— Mutter waren nur zwei Damen da.
6. Der Schüler kam aus d— Schule und ging nach d— Hause seines Freundes.
7. Seit d— Zeit habe ich meinen Bruder nicht gesehen.
8. Der Brief ist von mein— Vater geschrieben.
9. Der Sohn kauft das Buch für sein— Vater.
10. Durch d— Haus liefen die Kinder.
11. Ohne d— Buch kann ich nichts machen.
12. Bis zu d— Zeit wird er da sein.

Written Exercise.

1. On account of the bad weather we all stayed at home.
2. During the evening the weather got better and we went to the city.
3. Instead of a letter my friend sent the book.
4. In spite of my warm gloves my hands were very cold.
5. Besides these books I also bought paper and pencils.

6. Karl came out of the garden and went to his teacher.
 7. The teacher went with the boy to the school. 8. By the school stood a big house. 9. We went to [the] town in order to buy the book, but we did not buy it because it was too dear. 10. The book which I am reading is written by a woman. 11. According to my opinion the book is badly written. 12. She went home with her friends, but without her mother; her mother did not wish to go without her husband. 13. We went around the house in order to find the door. 14. I shall go through the garden in order to see the pretty flowers. 15. These men are ready to fight and to die for their fatherland. 16. Towards evening we became very tired. 17. I asked (begged) my brother for (um) the book, but he did not wish to give it. 18. The children went towards the house and begged for a glass of water, but nobody was there. 19. Since that day he has not been at home. 20. Is it far from here to the railway-station? No, it is not far, you have time.

LESSON XVI.

PREPOSITIONS GOVERNING DATIVE OR ACCUSATIVE.

170. an, at, near, on, to	neben, beside, near, with
auf, on, upon, to, for	über, over, above, about
hinter, behind	unter, under, among
in, in, into	vor, before, for, ago
	zwischen, between

These prepositions are used with the dative (*where*), expressing *position, rest, or motion within a place*; with the accusative (*whither*) expressing *motion to a place*, or the direction of an action or thought *upon an object*. As: .

ich sitze auf einem Stuhl	<i>I sit on a chair</i>
ich setze das Kind auf einen Stuhl	<i>I seat the child on a chair</i>
ich gehe in dem Garten	<i>I walk in the garden</i>
ich gehe in den Garten	<i>I walk into the garden</i>
die Wolke steht über dem Berge	<i>the cloud stands over the mountain</i>
die Wolke zieht über den Berg	<i>the cloud passes over the mountain</i>

And metaphorically — most usually the accusative:

er sprach über den Krieg	<i>he spoke about the war</i>
er schrieb auf meinen Befehl	<i>he wrote at my command</i>

NOTE. — As English does not distinguish the objective cases, the use of the cases with these prepositions requires special attention. The old rule, that the dative answers the question *where?* the accusative the question *whither?* is useful. Also, as a “rule of thumb,” it may be added: *when in doubt, use the accusative.*

Contraction of Prepositions with the Article.

171. Some prepositions are frequently contracted with the definite article. The most common forms are:

DATIVE SING.			ACCUS. SING.		
<i>masc. or neut.</i>			<i>neut.</i>		
am	for	an dem	ans	for	an das
beim		bei dem	aufs		auf das
im		in dem	durchs		durch das
vom		von dem	fürs		für das
zum		zu dem	ins		in das
FEM.*			ums		um das
zur	for	zu der			

— and some others, less usual.

REMARK. — The various meanings and uses of the prepositions (in German as in English), can be learned only by experience, and cannot

be brought within elementary limits. Further statements on this subject are made in a later lesson (XXXVI).

Prepositions as Adverbs (Verb-Compounds).

172. Some of the most common prepositions are used with verbs as adverbs, without object, modifying the meaning of the verb only — and so distinguished from the preposition with its object. As: er sprang eilig auf, *he sprang hastily up*; er sprang eilig auf den Tisch, *on the table*; die Sonne geht im Westen unter, *the sun sets (goes under) in the west* — geht unter die See, *goes under the sea*.

These forms, in their various relations to the verb, are treated in Lesson XXV.

173. Other words besides prepositions are so used. And sometimes the preposition forms part of an adverbial compound — especially with *her, hither*; *hin, hence*; *as, herauf, up (here)*; *hinaus, out, away, etc.* As: er zog das Messer heraus, *he drew his knife out*; der Vogel flog schnell hinauf, *the bird flew quickly up*.

NOTE. — The following doggerel lines, from German grammars, may be added as a possible aid to the memory:

I. DATIVE.

Schreib:
mit, nach, nächst, nebst, samt,
bei, seit, von, zu, zuwider,
entgegen, außer, aus,
stets mit dem Dativ nieder.

II. ACCUSATIVE.

Bei den Wörtern: durch, für, ohne,
sonder, gegen, um und wider,
schreibe stets Accusativ,
nie den Dativ nieder.

III. DATIVE OR ACCUSATIVE.

An, auf, hinter, neben, in,
über, unter, vor und zwischen
stehen mit dem Accusativ,

wenn man fragen kann: wohin?
Mit dem Dativ stehen sie so,
daß man nur kann fragen: wo?

Vocabulary.

vergessen, vergaß, vergessen, <i>to</i> <i>forget.</i>	das Schulbuch, <i>the school-book.</i>
sitzen, saß, gegessen, <i>to sit.</i>	das Esszimmer, <i>the dining-room.</i>
kriechen, kröch, gekröchen, <i>l., to</i> <i>crawl.</i>	das Bett, -en, <i>the bed.</i>
werfen, warf, geworfen, <i>to throw.</i>	gewöhnlich, <i>generally, commonly.</i>
suchen, <i>to seek, look for.</i> } Weak	sogar, <i>even.</i>
jagen, <i>to chase, hunt.</i> } verbs.	denn (coörd. conj.), <i>for.</i>
die Arbeit, -en, <i>the work.</i>	sondern (coörd. conj., used only after a negative), <i>but.</i>
die Bitte, <i>the request.</i>	bald, <i>soon.</i>
die Schularbeit, <i>school-work.</i>	wohin, <i>whither, where</i> (of mo- tion).

Reading Exercise.

1. Der kleine Max kommt aus der Schule nach Hause, wirft seine Schulbücher unter den Tisch im Esszimmer und läuft in den Garten. 2. In dem Garten spielt er mit seinen Freunden. 3. Nach einer Stunde geht seine Mutter in den Garten und sagt zu Max: „Max, geh' ins Haus und mache deine Schularbeiten!“ 4. Max geht in das Haus und sucht seine Schulbücher. 5. Er geht auf (up to) sein Zimmer und sucht, aber die Schulbücher liegen nicht auf dem Tisch. 6. Er sucht unter dem Tisch, er kriecht sogar unter das Bett, aber die Bücher sind nicht da. 7. „Mutter,“ sagt er, „ich habe meine Schulbücher verloren.“ 8. „Wo hast du sie verloren?“ — „Hier in dem Hause.“ 9. „Hattest du die Bücher in der Hand, als du in das Haus kamst?“ „Ja, Mutter.“ 10. „Wo hast du sie hingelegt?“ „Auf den Tisch.“ „Auf welchen Tisch?“ „Das habe ich vergessen!“ 11. „Nun,“ sagt die Mutter, „geh' in alle Zimmer im Hause und suche unter allen Tischen, denn gewöhnlich legst du deine Schulbü-

der nicht auf den Tisch, sondern du wirfst sie unter den Tisch!" 12. So findet Max seine Bücher.

Oral Exercise.

Answer following questions :

1. Wohin warf Max seine Bücher, als er aus der Schule kam? 2. Wo lagen die Bücher also? 3. Wo stand der Tisch? 4. Wohin lief er dann? 5. Wo spielte er mit seinen Freunden? 6. Wohin ging seine Mutter, um ihn ins Haus zu rufen? 7. Wohin ging Max dann? 8. Wo suchte er seine Bücher? 9. Wohin kroch er sogar? 10. Was fragte die Mutter? 11. Wo hatte Max seine Schulbücher, als er in das Haus kam? 12. Wo hatte er sie nicht hingelegt?

Written Exercise.

1. Max threw his books on the table. 2. His books are lying on the table. 3. He runs into the garden. 4. He is playing in the garden. 5. His mother came into the garden and Max ran into the house. 6. He found his books on the table. 7. He is sitting at the table. 8. The dog crept under the bed and the boy crept under the table. 9. The dog is under the bed and the boy is under the table. 10. The boy found his books on the table, but he had thrown them under the table. 11. Where are you going? I am going into the garden. 12. Where is your father? He is in his room. 13. The boy ran with his mother into the house. 14. He sat between his father and his mother. 15. He ran behind the house. 16. In front of (before) the house is a small garden. 17. Two days ago (vor, etc.) he was here, in this room. 18. She sprang through the open window into the room and

crept under the table. 19. At (auf) my request, she wrote a letter to (an) her father.

LESSON XVII.

THE SUBJUNCTIVE MOOD — SIMPLE FORMS.

REMARK. — The subjunctive mood — little used in English — has wide and important uses in German. Hence its forms must be early learned, and its uses noted as they occur. Further statements hereafter.

174. The simple forms — or tenses — of the subjunctive are the present and the past (preterit or imperfect).

NOTE. — The uses and senses of the subjunctive are too various to be adequately represented in a paradigm. They must be learned by use.

The Present Subjunctive.

175. As compared with the indicative, the subjunctive present forms are fewer and more uniformly regular.

- (a) The verb-stem is always unchanged throughout.
- (b) The third person singular is like the first person.
- (c) The syllabic *e* is more usually retained before *-ft*, *-t*.

In general, the present subjunctive simply drops *-n* of the infinitive. Thus:

Examples.

(Haben)	(Sein)	(Werden)
ich habe	sei	werde
du habest	seiest	werdest
er habe	sei	werde
wir haben	seien	werden
ihr habet	seiet	werdet
sie haben	seien	werden

(<i>Weak</i>)	(<i>Strong</i>)	(<i>Strong</i>)
ich lobe	ſehe	ſalle
du lobest	ſeheſt	ſalleſt
er lobe	ſehe	ſalle
mir loben	ſehen	ſallen
ihr lobet	ſehet	ſallet
ſie loben	ſehen	ſallen

Observe that the weak and strong forms show no difference, both being alike regular.

The Past (Imperfect) Subjunctive.

176. (a) In weak verbs, the past subjunctive has the same forms as the past indicative, except that (rarely) syllabic *e* may occur before the endings; as, lobete.

(b) In strong verbs the past subjunctive modifies the vowel of the past indicative and adds *-e*, with inflection as in present subjunctive.

(<i>Weak</i>)	(<i>Strong</i>)	(<i>Strong</i>)
ich lobte	ſähe	ſiele
du lobteſt	ſäheſt	ſieleſt
er lobte	ſähe	ſiele
mir lobten	ſähen	ſielen
ihr lobtet	ſähet	ſielet
ſie lobten	ſähen	ſielen

(c) Haben, ſein, werden have past subjunctive *strong* —

ich hätte	wäre	würde
du hätteſt	wäreſt	würdeſt
er hätte	wäre	würde

wir hätten	wären	würden
ihr hättet	wäret	würdet
sie hätten	wären	würden

— e being already present in *hatte, wurde*.

REMARK. — Observe that the subjunctive is not in all forms distinguished from the indicative. *Note carefully the forms that are alike.* Note especially that the past subjunctive is distinguished from the past indicative *only in strong verbs*.

Some Uses of the Subjunctive.

Some of the simpler uses of the subjunctive will be given in this and the next Lesson, with fuller statement hereafter.

THE CONTINGENT SUBJUNCTIVE.

177. (a) The subjunctive — which marks, in general, the absence of direct or positive assertion — is used regularly in contingent statements; that is, in matter of doubtful reality; such as *wish, purpose, permission, concession, possibility*, etc. As: Gott gebe, *God grant*; er studiert fleißig, damit er schnell lerne, *he studies diligently that he may learn rapidly*; es sei so, *so be it*; ich erlaubte, daß er nach Hause ginge, *I permitted him to go home* (that he should go); daß wäre wohl wahr, *that might be true*, etc., etc.

(b) In this sense the subjunctive supplies the first and third persons of the imperative (§71, b); as, gehen wir nach Hause, *let us go home*; kommen Sie, *come* (in address).

Vocabulary.

erlauben (dat. of person), *to allow* hoffen, *to hope*.
 • *low, permit.* wünschen, *to wish*.

regnen, *to rain.*fühlen, *to feel.*segnen, *to bless.*fertig werden, *to get done.*früh/stücken, *to breakfast.*das Frühstück, *-e, the breakfast.*früh, *early.*spät, *late.*zeitig, *in time.*froh, *glad.*kühl, *cool.*der Regen, *the rain.*der Regenschirm, *the umbrella.*Gott, *God.*vielleicht, *perhaps.*damit (sub. conj.), *in order that,**that.*uns (dat. and acc.), *us.*

Reading Exercise.

1. Wir gingen schnell, damit wir früh nach Hause kämen.
2. Er frühstückte früh, damit er zeitig am Bahnhof wäre.
3. Der Knabe schreibt seine Schularbeiten schnell, damit er fertig werde.
4. Als ich der armen alten Frau Geld gab, sagte sie: „Gott segne Sie, guter Herr!“
5. Der Lehrer erlaubte, daß der Schüler nach Hause ginge, weil er krank war.
6. Gehen wir nach Hause, denn es wird spät! Gehen Sie, ich werde hier bleiben!
7. Ich wünsche, daß ich das Geld fände, denn ich habe keins.
8. Das wäre wohl wahr, aber er wird es nicht glauben.
9. Die Kinder wünschten, daß schönes Wetter käme, aber es regnete und so wurden sie alle sehr naß.
10. Bitte, erlauben Sie, daß er auch ein Wort spreche! Er spreche, so viel wie er wünsche.
11. Seien wir froh, daß es nicht regnet, denn wir haben keine Regenschirme mit (with us).
12. Nun regnet es stark; ich wünsche, wir kommen nicht zu spät nach Hause.
13. Der Vater wünscht, daß sein Sohn in der Schule fleißig sei, aber der Sohn ist faul. Vielleicht wird er fleißig werden; hoffen wir es!
14. Seien Sie ruhig und sprechen Sie nicht, damit der Lehrer höre, was der Schüler sagt!
15. Wer Ohren hat, der

höre! Wer Augen hat, der sehe! Wer Hände hat, der fühle! 16. Bitte, erlauben Sie, daß Ihr Sohn zu uns komme, damit er unsere Aufgabe mit mir studiere.

Oral Exercise.

I. Give subjunctive forms of following indicative forms:

er hat; sie ist; er wird; er lobt; er schläft; sie sieht; ich spielte; er verlor; sie starben; wir sprangen; wir warfen; du wurdest; ich fand; ich fuhr; er nahm; du standst.

II. Give indicative forms of following subjunctive forms:

er trinke; er mache; er helfe; er laufe; sie sterbe; er bleibe; wir vergäßen; er säße; sie bäte; er nähme; sie gäben; sie spielten; ihr wäret; du sprichst; du ratest.

— and continue question and answer.

Written Exercise.

1. This boy studies (lernt) diligently in order that he may speak German. 2. Let us study diligently that our teacher may praise us. 3. "May God bless the good gentleman," said the old woman. 4. We wish that he may-come. 5. Let us go into the house; it is raining. 6. The mother wished that the children should-take their umbrellas and walk fast. 7. The teacher permitted the children to go home (say: that the children, etc.), because they had been so diligent. 8. Let us hope that it may not rain, for we have no umbrellas. 9. I hoped that you had the money, because I have none. 10. The children breakfast very early that they may be in [the]¹ school in time. 11. This scholar works quickly, not because he is diligent, but that he may get done. 12. Let

¹ Words to be supplied in translation are enclosed thus [].

us go home now, it is getting late. 13. So be it. 14. Let us go into the garden, it is cool there. 15. Be glad that it is not raining, for we have forgotten our umbrellas. 16. The boy threw his book on the table and said: "It is getting late, now let's go to bed." 17. The teacher allowed the boy to go (see 7), that he might-see his father, who was ill. 18. Be (ſeib) quiet, children! that your poor father may-sleep.

LESSON XVIII.

COMPOUND SUBJUNCTIVE FORMS.

178. The compound forms of the subjunctive are formed as in the indicative, with the corresponding subjunctive parts of the auxiliaries. Thus (§123):

(a) *The perfect subjunctive:*

ich habe	}	gehabt	ich ſei	}	geweſen
du habeſt		gelobt	du ſeiſt		geworden
er habe		geſehen	er ſei		geſandet
etc.		etc.	etc.		etc.

(b) *The pluperfect subjunctive:*

ich hätte	}	gehabt	ich wäre	}	geweſen
du hätteſt		gelobt	du wäreſt		geworden
er hätte		geſehen	er wäre		geſandet
etc.		etc.	etc.		etc.

(c) *The future subjunctive:*

ich werde	}	haben	}	ſein
du werdeſt		loben		werden
er werde		ſehen		ſanden
etc.		etc.		etc.

(d) *The future perfect subjunctive (§114):*

ich werde	}	gchabt haben	or	{	gewesen sein
du werdest		gelobt haben			geworden sein
er werde		gesehen haben			gelandet sein
etc.		etc.			etc.

Some Uses of the Subjunctive (*continued*).

THE INDIRECT SUBJUNCTIVE.

179. The subjunctive, dependent on a verb of *saying* or *thinking*, expressed or implied, is used to express a statement as alleged or viewed by another — hence not *directly* affirmed. This is called the *indirect subjunctive* (or subjunctive of *indirect statement*).

(a) In such case the tense of the subjunctive is usually the same as the indicative tense would be in the direct statement. As: er sagte, daß sein Herr krank sei, *he said that his master was sick* (direct: mein Herr ist krank); er schrieb, daß er ein Haus gekauft habe, *he wrote that he had bought a house* (direct: ich habe ein Haus gekauft).

(b) But, in general, subjunctive forms are avoided that are identical with the indicative. (See Remark, §176.) As: er meinte, daß ich Geld genug hätte (not habe), *he thought that I had money enough*; er sagte, daß wir schon genug bezahlt hätten (not haben), *he thought that we had already paid enough*. Further statements hereafter.

THE UNREAL (CONDITIONAL) SUBJUNCTIVE.

180. The subjunctive is used in both members of an *unreal condition* — that is, of a condition stated as con-

trary to fact — the past subjunctive here expressing present time, the pluperfect subjunctive past time. As:

(a) er wäre jetzt reich, wenn er sparsam wäre — wenn er sparsam gewesen wäre, *he would now be rich if he were — if he had been — economical*; er hätte falsch gesprochen, wenn er das gesagt hätte, *he would have spoken falsely if he had said that*.

(b) If the dependent clause precedes, the construction is as §163, c. As: wenn er sparsam wäre, so wäre er jetzt reich, wenn er das gesagt hätte, so hätte er falsch gesprochen.

NOTE. — Similarly, an *unreal wish* (contrary to fact). As: ich wünſche, er wäre hier, *I wish he were here* (but he is not). Further statement hereafter.

Condensed Dependent Clauses — Word-Order.

181. It has been seen (§153) that dependent clauses, introduced by a subordinating connective, always have the *transposed order*. But sometimes the connective is omitted, and the word-order modified, as follows:

(a) In an objective noun-clause, following a verb of *saying* or *thinking*, the connective daß, *that*, is often omitted (as in English), and the order is then as in *principal sentences*. Thus: *Normal*: er ſagte, ſein Herr ſei nicht zu Hauſe, *he said his master was not at home*. *Inverted*: er ſagte, heute ſei ſein Herr nicht zu Hauſe, *he said to-day*, etc. Note the comma in German.

(b) In a conditional clause, when wenn, *if* (or ob, *whether*) is omitted, the word-order is *inverted* (as also in English). As: er wäre jetzt reich, wäre er ſparsam — or ſparsam geweſen, *he would now be rich, were he — or had he been economical*. Or with condition precedings:

wäre er sparsam — sparsam gewesen — so wäre er jetzt reich,
were he — had he been — economical, he would now be rich

(c) This form is especially frequent with preceding *als*,
as (als wenn, als ob, as if). As: er schrie, als wäre er
 verrückt, *he screamed as if he were crazy* (= als wenn er
 verrückt wäre).

(d) But the relative connective is never omitted (as
 sometimes in English). As: *the man I saw*, der Mann,
 den (welchen) ich sah.

For frequent omission of the auxiliary *haben* or *sein* in
 transposed order, see §282:

Vocabulary.

versprechen, versprach, verspro- chen, <i>to promise.</i>	ob (sub. conj.), <i>whether, if.</i>
bekommen, bekam, bekommen, <i>to</i> <i>get, receive.</i>	darin, <i>in it, therein.</i>
meinen, <i>to think, mean.</i>	ander, <i>other.</i> [row.
besuchen, <i>to visit.</i>	übermorgen, <i>day after to-mor-</i>
der Besuch, <i>the visit.</i>	schon, <i>already.</i>
zum Besuch, <i>on a visit.</i>	recht, <i>right, very.</i>
der Cent, <i>the cent.</i>	selbst, <i>self; adv. even.</i>
fleißiger, <i>more diligent.</i>	wirklich, <i>really.</i>
	allein, <i>alone.</i>
	fertig, <i>finished, ready, done.</i>

Reading Exercise.

1. Bitte, sagen Sie dem Schneider, daß er versprochen
 hätte, den Rock heute fertig zu haben. 2. Sagen Sie auch,
 daß ich keinen anderen Rock hätte. 3. Der Schneider sagt,
 daß der Rock nicht fertig sei; er habe nicht die Zeit gehabt,
 weil er so viel zu machen gehabt hätte. 4. Er sagt, er werde
 den Rock morgen schicken. 5. Sagen Sie dem Manne, daß

morgen zu spät sei. — 6. Was schrieb Ihr Bruder? Er schrieb, daß er nicht gekommen sei, weil er einen alten Freund zum Besuch gehabt habe. 7. Wir glaubten, daß Sie schon einen Brief von Ihrem Vater gehabt hätten. — Ja, ich habe einen Brief bekommen, aber er schreibt nicht, ob er heute oder morgen kommen werde. 8. Der Schüler meinte, daß er die Arbeit gut gemacht hätte, aber der Lehrer meinte, daß die Arbeit recht schlecht wäre. 9. Ich wünsche, ich hätte das Geld, aber ich habe keinen Cent. 10. Wäre mein Vater da gewesen, so wäre alles gut gewesen. 11. Bitte, sagen Sie Herrn Schmidt, ich käme morgen, wenn es schönes Wetter wäre. 12. Herr Schmidt sagt, er sei morgen nicht zu Hause, aber übermorgen bleibe er zu Hause. 13. Meine Schwester schreibt, daß ihr Mann ein neues Haus gekauft habe, aber sie wohnen noch nicht darin, weil es noch nicht fertig wäre. 14. Wäre der Knabe fleißiger gewesen, so hätte er mehr gelernt, meint der Lehrer. 15. Stände er selbst hier, so sprächen Sie nicht so. 16. Ich ginge selbst, hätte ich die Zeit, aber ich habe wirklich keine Zeit. 17. Der Mann sagt, daß er krank sei, aber ich glaube, er ist ganz wohl. 18. Er fragte den jungen Mann, ob er Wasser oder Wein trinke.

Oral Exercise.

I. Change following indirect speech to direct speech:

1. Der Schüler sagt, daß die Aufgabe nicht fertig sei, er habe nicht die Zeit gehabt.
2. Er fragte mich, ob ich morgen käme.
3. Der Mann sagt, es sei zu spät und er habe keine Zeit mehr.

4. Mein Bruder schreibt, er habe ein Haus gekauft, welches sehr schön und groß sei. .

5.* Sein Vater sagte, wir kämen zu spät nach dem Bahnhof.

II. *Change following direct speech to indirect :*

1. Er fragte mich: „Sind Sie gestern zu Hause gewesen?“

2. Der Knabe sagte: „Ich habe die Aufgabe selbst gemacht.“

3. Die Mutter sagte zu ihrer Tochter: „Ich habe heute einen Brief vom Vater bekommen.“

4. Ich sagte: „Mein Bruder ist nicht hier, er ist in New York.“

5. Der Lehrer fragt: „Wo ist Max?“

Written Exercise.

1. The shoemaker says that your shoes are not ready.
2. He says he will send them to-morrow.
3. The boy said that he had written the exercise, but that he had forgotten to learn the lesson.
4. My friend writes that he has received my letter.
5. He does not write whether he had been in Berlin or not.
6. I always thought that you had been in Germany, you talk German so well (gut).
7. He really thinks that I have money, and I wish it were true.
8. She says she has lost the money [] you gave her.
9. She would be rich if she had not lost her money.
10. The girl would be done with her work, if she had been more diligent.
11. If I had been there, I should not have said that.
12. The man said his master was not at home, because he thought that he was not there.
13. Had he been at home, I should have seen him.
14. The book I bought was not so dear.
15. The man I saw was an old man.
16. Were he here, all (alles) would be well!
17. I wish you had been there.

LESSON XIX.

THE CONDITIONAL.

182. The compound subjunctive formed with the past subjunctive of *werden*, being used mostly in conditional sentences, is generally called the *conditional* — *present* or *perfect*. Thus:

(a) *The present conditional:*

ich würde	} haben or	sein,	<i>I should have or be</i>
du würdest		loben	werden,
er würde		sehen	landen, <i>he would have or be</i>
etc.		etc.	etc.

(b) *The perfect conditional:*

ich würde	} gehabt haben or	gewesen sein,	<i>I should have</i>
du würdest		gelobt haben	geworden sein, <i>had or been</i>
er würde		gesehen haben	gelandet sein, <i>he would have</i>
etc.		etc.	<i>had or been, etc.</i>

NOTE.—Observe that here *würde* corresponds to both *should* and *would*, expressing simple *condition* (as *werde*, §114); while the *modal* uses, in both cases, are otherwise expressed (hereafter).

Use of the Conditional.

183. The conditional may take the place of the subjunctive in the principal member (*apodosis*) of a conditional sentence:

(a) So, especially in order to avoid the use of a subjunctive form identical with the indicative. As: *ich würde ihm nicht glauben, wenn er das sagte*; or *wenn er das sagte, so würde ich ihm nicht glauben* — where *glaubte* would be an ambiguous form.

(b) Also, when there is especial reference to the future.
 As: wir würden morgen nicht hier sein, wenn er zurück-
 käme, *we should not be here to-morrow, if he should return.*

NOTE. — 1. Observe that the present conditional corresponds to the past (preterit) subjunctive; the perfect conditional to the pluperfect subjunctive — also that the conditional stands only in the *principal* member (apodosis) of the conditional sentence.

2. Also, that the conditional is itself a form of the subjunctive. Further statements will be added hereafter.

Vowel-Changing Weak ("Mixed") Verbs.

184. The following weak verbs change *e* to *a* in past indicative and perfect participle:

(a) INFINITIVE.	PAST.	PERF. PART.	PAST SUBJ.
brennen, <i>to burn</i>	brannte	gebrannt	brennte
kennen, <i>to know</i>	kannte	gekannt	kennnte
nennen, <i>to name, call</i>	nannte	genannt	nennte
rennen, <i>to run</i>	rannte	gerannt	rennte
senden, <i>to send</i>	sandte	gesandt	sendete
wenden, <i>to turn</i>	wandte	gewandt	wendete

NOTE. — Senden and wenden occur as regular (like reden), usually in archaic style.

(b) The following also change ending of the stem (as in English) and form past subjunctive as in strong verbs:

INFINITIVE.	PAST.	PERF. PART.	PAST SUBJ.
bringen, <i>to bring</i>	brachte	gebracht	brächte
denken, <i>to think</i>	dachte	gedacht	dächte

NOTE. — 1. Note that all these verbs have *n* (nn, nd, ng, nf) in the stem-ending.

2. These are sometimes called *mixed verbs*; but the vowel change is not of the same nature as in strong verbs. Compare English *tell, told*, etc

The Irregular Verb *tun*, to do.

185. *Tun*, to do, omits *ę* before all endings except in the subjunctive, and has irregular (reduplicated) past (like *did*). Thus :

INFIN.	PAST.	P. PART.	P. SUBJ.
tun	tat	getan	täte

Pres. Indic. tue, tußt, tut ; *pl.* tun, tut, tun

Pres. Subj. tue, tuest, tue ; *pl.* tuen, tuet, tuen

Imperat. tue tut

NOTE. 1. *Tun* is contracted for *tuen*. The past *tat* is formed by reduplication, like English *did*.

2. Familiarly, *tun* is sometimes used as auxiliary; as, *daß tue ich nicht* glauben, *that I do not believe*; and the dialect form *tät* is then often used for *tat* in the past.

Vocabulary.

erkennen, to recognize.	zwölf, twelve.
das Thea'ter, the theatre.	vierzehn, fourteen.
ins Theater gehen, to go to the theatre.	früher, earlier, formerly.
das Billet', -s, the ticket.	ihm (dat.), him, to him.
der Junge, -n, the boy.	ihn (acc.), him.
der Better, —, the cousin (male).	trocken, dry.
die Cousine, the cousin (female).	stolz, proud.
das Holz, -er, the wood.	darum', therefore, for that reason.
der Diamant', -en, the diamond.	zur Schule, to school.
doch, yet, after all.	morgen früh, to-morrow morning.
	wohl, well (of health).

Reading Exercise.

1. Herr Schmidt würde uns morgen abend besuchen, wenn er nicht schon morgen früh nach New York reiste. 2. Wir würden aber doch nicht zu Hause sein, denn wir gehen morgen abend ins Theater. 3. Gehen Sie auch, Herr Meyer?

— Ich würde gern gehen, aber meine Frau ist nicht wohl. 4. Wir würden auch Billets gekauft haben, aber alle waren schon verkauft. 5. Mein Onkel sandte uns drei Billets; Vetter Fritz brachte sie uns heute morgen, als er zur Schule ging. 6. Der arme Junge war so gerannt, weil er dachte, er würde zu spät zur Schule kommen. 7. Kennen Sie unseren Vetter Fritz? Ja, ich habe den Jungen vor einem Jahre in Ihrem Hause gesehen. 8. Sie würden nicht denken, daß der Junge nur zwölf Jahre alt ist; er ist so groß. 9. Wir nannten ihn früher Fritzchen, aber er ist jetzt so groß, daß wir ihn Fritz nennen. 10. Ich habe immer gedacht, daß er schon vierzehn Jahre alt sei. — 11. Das Holz würde brennen, wenn es nicht so naß wäre; gestern hat es gut gebrannt, weil es trocken war. 12. Würden Sie das Haus gekauft haben, wenn es billiger gewesen wäre? Nein, ich hätte das Haus nicht gekauft, denn es ist nicht gut gebaut. 13. „Wer hat das getan?“ fragte der Lehrer. — „Ich,“ sagte der kleine Junge, „aber ich tue es nicht wieder.“ 14. Mein Vater würde es tun, wenn er die Zeit hätte, aber er geht heute abend aus und es würde zu spät werden. 15. Würde der Bäcker das Brot früher senden, wenn wir früher frühstückten? Ja, das täte er gern (or, das würde er gern tun). 16. Man dachte wirklich, der Mann hätte kein Geld, wenn man ihn sprechen hörte. 17. Sie würden es nicht gedacht haben, wenn Sie seine Frau gestern im Theater mit ihren Diamanten gesehen hätten.

Oral Exercise.

1. Change following subjunctive verb-forms in the principal member of the sentence into conditional forms (see §183):

1. Ich hätte das Geld, wenn er bezahlt hätte.

2. Er wäre hier, wenn er die Zeit hätte.
3. Sie täte es, wenn ich sie (her) bitte.
4. Der Schneider hätte den Rock gebracht, wenn er ihn fertig gehabt hätte.

II. Change following conditionals into subjunctive forms:

1. Ich würde gehen, wenn ich Zeit hätte.
2. Er würde kommen, wenn ich ihn bitte.
3. Würden Sie ihm ein Billet gesandt haben, wenn Sie zwei gehabt hätten?
4. Meine Mutter würde es nicht gedacht haben, wenn mein Vater es nicht selbst gesagt hätte.

Written Exercise.

1. If I were not going to New York to-morrow I should buy two theatre tickets. 2. I should have sent Mr. Smith the tickets, if he were not in New York. 3. Mrs. Smith would gladly go, if she were well. 4. Would you have sent Mrs. Smith a ticket if you had bought more? No, I should have sent the ticket to (an) Miss Smith. 5. Miss Smith would not go without her mother, and her mother would not go without Mr. Smith. 6. What should we have done, if we had not bought our tickets yesterday? We should not have gone to the theatre, for all the tickets were already sold this morning. 7. Fritz would have come late to school to-day, if he had not run. 8. Do you know my cousin Emma? Yes, I knew your cousin when she was a little girl. 9. My cousin Emma would have gone to Germany, if her mother had not been so ill. 10. The wood burnt very well because it was dry; if it had been wet it would not have burnt so well. 11. I think he would have brought or sent the money if he had had it. 12. We called the little boy "Fritzchen" because he was

so small, but he said proudly: "I am Fritz, not Fritzchen."
 13. One would really think we had done nothing, but we have worked very diligently. 14. My cousin would have bought the book, if he had had the money. 15. Our cousin Marie brought my mother the book because she thought that she had not read it. 16. I knew Mr. Smith formerly, but I should not have recognized him, and he did not recognize me.

LESSON XX.

COMPARISON OF ADJECTIVES.

186. In general, adjectives are compared by inflection, without regard (as in English) to the number of syllables.

The comparative adds *-er*; the superlative *-(e)ſt*.

(a) In the comparative adjectives in *-e* drop *e*; those in *-en*, *-el*, *-er* drop *e* of the stem (§90).

(b) In the superlative *e* is retained only after sibilants and *-b* or *-t* (not after *-nd*). As:

	POSITIVE.	COMPARATIVE.	SUPERLATIVE.
<i>rich</i>	reich	reicher	reichſt
<i>fine</i>	ſchön	ſchöner	ſchönſt
<i>lazy</i>	träge	träger	träg(e)ſt
<i>noble</i>	edel	edler	edelſt
<i>loud</i>	laut	lauter	lauteſt
<i>mild</i>	mild	milder	mildeſt
<i>wretched</i>	elend	elender	elendſt

187. (a) Most monosyllables whose vowel is *a*, *o*, *u* (not *au*) modify the vowel in comparison (*strong* comparison). As:

<i>old</i>	alt	älter	älteste
<i>strong</i>	stark	stärker	stärkſt
<i>red</i>	rot	röter	röteſt
<i>short</i>	kurz	kürzer	kürzeſt

(b) But there are many exceptions; as: falſch, *false*; froh, *glad*; raſch, *quick*; ſtolz, *proud*; toll, *mad*; voll, *full*, and others. The reſpective forms ſhould be noted as they occur. The ſtrong form is always marked in dictionaries.

188. (a) The following are irregular:

<i>great</i>	groß	größer	größt
<i>high</i>	hoch	höher	höchſt (§90, c)
<i>nigh, near</i>	naß	näher	nächſt

(b) And, with merely *attributed* forms (from different ſtems:

<i>good</i>	gut	better	beſt
<i>much</i>	viel	more	meiſt
<i>little</i>	wenig	leſs	mindeſt, but alſo regular: weniger weniger

(c) The comparatives mehr, weniger are uninflected.

189. Comparatives and ſuperlatives inflect like ſimple adjectives. As: ein reicherer Mann, *a richer man*; der reichſte Mann; reichere Männer, *richer men*; mein liebſter Freund; der ältere Bruder iſt reicher als der jüngere, etc.

NOTE. — Obſerve that the ending -er may be ſimply inflectional, or comparative, or both — as in theſe examples.

190. Some words have comparative form, without ſtrictly comparative ſenſe. Such are:

(a) From *mehr, more*: *mehrere* (pl.), *several*

“ *erst, first*: *der erste, the former*

“ *lest, last*: *der letzte, the latter*

(b) Some words expressing relative position, which then form superlatives. As:

der obere, the upper

der oberste, the uppermost

der untere, the under

der unterste, the undermost

der innere, the inner

der innerste, the inmost

etc.

etc.

— derived from prepositions or adverbs.

The Predicate Superlative.

191. (a) Instead of the uninflected adjective (§72), a superlative predicate is usually expressed by *am* (= *an dem*) with the dative (= *at the*). As: *Im Winter sind die Tage am kürzesten und die Nächte am längsten, the days are shortest (literally at the shortest).*

(b) But if a noun is understood, or the superlative is definitely limited, the regular superlative is used, with the definite article. As, *dieser Knabe ist der älteste (Knabe)*; *im Winter sind die Nächte die längsten des ganzen Jahres, the longest of the whole year.*

NOTE. — The first form (a) is really adverbial, comparing different conditions. Yet it is often used where (b) would be more accurate.

• Syntax of Comparison.

192. (a) *Than*, after a comparative, is *als*: *er ist älter als ich, he is older than I.*

(b) *As . . . as* is (*eben*)*so . . . wie*; after a negative, usu-

ally so . . . als. As: er ist ebenso alt wie ich; er ist nicht so alt als ich, *he is as old — not as (or so) old — as I.*

NOTE. — Als and wie are sometimes interchanged, but in better usage, wie expresses *equality*; als, *inequality*.

(c) Of, after a superlative, may be genitive, but is usually von with the dative; as, der beste aller Männer — von allen Männern, — *of all men.*

(d) For mehr, am meisten, as auxiliaries of comparison, see §289.

NOTE. — Denn (= *then*) also occurs — though now rarely — in sense of *than*, with a comparative.

Absolute Comparison.

193. The forms of comparison are sometimes used absolutely — that is, to express *a degree*, without actual comparison. As:

(a) The comparative, meaning *more than usual, rather*; as, eine längere Reise, *a rather long journey.*

(b) The superlative, meaning *very, most*; as, das schönste Wetter, *the most beautiful (very beautiful) weather.*
See also §288.

NOTE. — Especially in this sense the superlative often has the prefix *aller, of all*; as, ein aller schönster Tag, *a most beautiful day.*

Vocabulary.

die Geschwister (pl.), *the brothers and sisters.*

der Weg, -e, *the road, way.*

die Klasse, -n, *the class.*

die Lektion', -en, *the lesson.*

das Werk, -e, *the work, deed.*

die Reise, *the journey.*

das Glück, *the luck, happiness.*

der Baum, -e, *the tree.*

Pennsylvanien, *Pennsylvania.*

leise, *soft, low.*

klug, *"er, clever, wise.*

jung, *"er, young.*

gewiß, *certain, certainly.*

glücklich, *happy.*

stark, *"er, strong, stout.*

Reading Exercise.

1. Fritz, bist du älter oder jünger als deine Schwester Emma? Ich bin ein Jahr älter als meine Schwester, aber sie ist ebenso groß wie ich. 2. Mein Bruder Karl ist aber ein Jahr älter als ich, aber ich bin stärker als er. 3. Er ist der älteste von meinen Geschwistern und auch der klügste. 4. Ich habe eine jüngere Schwester als Emma. 5. Karl ist in der obersten Klasse in unserer Schule, Fritz ist aber in der untersten. 6. Karl ist der beste Schüler in der Schule und Fritz vielleicht der schlechteste. 7. Der erstere hat seine Aufgabe am besten gemacht, der letztere am schlechtesten. 8. Nun, Fritz ist noch sehr jung; wenn er älter wird, wird er klüger und fleißiger werden. — Ja, aber vielleicht auch noch träger! 9. Herr Braun ist der reichste Mann in der Stadt und er hat das größte Haus. 10. Die schönsten Häuser sind nicht immer die besten, und auch nicht immer die teuersten. 11. Ich habe wenige Bücher gelesen, die besser geschrieben sind als dieses. 12. Der nächste Weg ist nicht immer der beste. 13. Der Vater war der edelste und beste aller Männer; in Worten und in Werken tat er Gutes, aber der Sohn ist nicht wie der Vater; der erstere hatte viele Freunde, der letztere hat nur wenige. 14. Mein Freund machte eine längere Reise durch Pennsylvanien und hatte das schönste Wetter. 15. Er hatte mehr Glück als ich, denn ich hatte mehr Regen als Sonnenschein, als ich da war. 16. Der hohe Baum in unserem Garten ist höher als alle Bäume in der Straße. Er ist der höchste Baum in der ganzen Stadt, glaube ich.

It is understood that the materials of the exercises are continuously used in oral question and answer, as teachers may direct.

Written Exercise.

1. My eldest brother is the most diligent boy in his class; his exercises are always the best. 2. He is certainly more diligent than you are, for your exercises are often the worst. 3. He is older and cleverer than I am, but I am just as big as he. 4. This road is the shortest, but not the best; the longer road is better. 5. Mr. Smith is the richest man in the town, but not the happiest. 6. She wrote her exercise quickest, but not best; her younger brother has the best exercise. 7. He wrote a rather long letter to his elder sister, but she did not get his letter. 8. Speak louder, Fritz; at home you speak loudest, but here in school you speak too low. 9. Hans is the laziest of all the boys. 10. My cousin ran quickly home, but I ran quicker. 11. Our nearest neighbor has the biggest garden, but we have the finest trees. 12. In summer the days are longest, in winter shortest. 13. To-day is the coldest day of the year. 14. We had the most beautiful weather on our journey and it was not so warm as here in the town. 15. He is my oldest and dearest friend. 16. My father is as old as your father, but my mother is not as old as your mother.

LESSON XXI.

THE MODAL VERBS (AUXILIARIES OF MOOD).

194. The so-called modal verbs present special peculiarities:

(a) An umlaut in the infinitive is dropped in past in-

dicative and perfect participle, but is resumed in past subjunctive.

(b) The present indicative is like the past tense of a strong verb (§149). Hence these are sometimes called *preterit-present* verbs.

(c) Mögen changes g to ch in past tense and perfect participle.

(d) Sollen, wollen retain o unmodified in past subjunctive.

(e) Only wollen has an imperative.

195. Other parts are regular and complete (though the corresponding verbs are defective in English). Thus:

	INFIN.	PAST.	PERF. PART.	PAST SUBJ.
	dürfen, <i>may</i>	durfte	gedurft	dürfte
	können, <i>can</i>	konnte	gekonnt	könnte
	mögen, <i>may</i>	mochte	gemocht	möchte
	müssen, <i>must</i>	mußte	gemußt	müßte
	sollen, <i>shall</i>	sollte	gesollt	sollte
	wollen, <i>will</i>	wollte	gewollt	wollte

PRESENT INDICATIVE.					
ich darf	kann	mag	muß	soll	will
du darfst	kannst	magst	mußt	sollst	willst
er darf	kann	mag	muß	soll	will
wir dürfen	können	mögen	müssen	sollen	wollen
ihr dürft	könnt	mögt	müßt	sollt	wollt
sie dürfen	können	mögen	müssen	sollen	wollen

PRESENT SUBJUNCTIVE.					
ich dürfte	könne	möge	müße	solle	wolle

IMPERATIVE.					
—	—	—	—	—	wolle

The compound parts are formed regularly; as:

<i>Perfect</i> :	ich habe gedurft, gekonnt, gemocht, etc.
<i>Pluperfect</i> :	ich hatte gedurft, gekonnt, gemocht, etc.
<i>Future</i> :	ich werde dürfen, können, mögen, etc.
<i>Conditional</i> :	ich würde dürfen, können, mögen, etc.
<i>Future Perfect</i> :	ich werde gedurft haben, gekonnt haben, etc.
<i>Conditional Perfect</i> :	ich würde gedurft haben, gekonnt haben, etc.

196. Nearly like the modal verbs is also *wissen*, *to know*.

	INFIN.	PAST.	P. PART.	P. SUBJ.
Thus:	wissen	wußte	gewußt	wüßte; and
in present indic.		ich weiß	wir wissen	
		du weißt	ihr wißt	IMPERAT.
		er weiß	sie wissen	wisse

NOTE. — *Wissen* must be distinguished from *kennen* (§185). *Kennen* expresses what is known or recognized by the senses — hence usually of *persons* and *things*; *wissen*, what is known by the understanding, or is mental property — hence usually of *facts*, *statements*, etc. As: ich *kenne* den Mann, aber ich *weiß* nicht, wo er wohnt, *where he lives*; ich *kenne* das Lied, aber ich *weiß* es nicht, *I do not know it by heart*. *Wissen* also means *to know how* (*to*).

Some Uses of the Modal Verbs.

197. The modal verbs — called also *modal auxiliaries* or *auxiliaries of mood* — have more complete forms than in English. Hence:

(a) The German modal must often be translated by paraphrase; as, ich *mußte*, *I had to*; ich *werde müssen*, *I shall have to*, etc.

(b) The forms are also more specific; as, *I could* (was able), ich *konnte*; *I could* (should be able), ich *könnte* (subjunctive), etc.

NOTE. — Hence care must be taken to avoid ambiguity in English. The sense may always be made clear by paraphrase (as above).

198. The modal auxiliaries govern, as in English, the simple infinitive; as, *ich muß gehen*; *er kann nicht kommen*, etc.

(a) The modal infinitive stands after a dependent infinitive; as, *er wird nicht kommen können*, *he will not be able to come*.

(b) But often a modal verb is used without dependent infinitive, especially when a verb of motion is implied; as, *er konnte nicht heraus*, *he could not get out*; *du sollst in deine Kammer*, *you shall go into your room*. And sometimes with the force of independent verbs; as: *er kann nicht Englisch*, *he does not know English*; *was soll das?* *what does that mean?* *der Mensch muß nicht müssen*, *a man must not be compelled*.

199. In the perfect tenses the modal perfect participle, when combined with a dependent infinitive, itself takes the form of an infinitive (position as §198, a). As: *er hat nach Hause gehen müssen*, *he has had to go home* (instead of *hat . . . gemußt*). *Er hatte die Arbeit nicht tun können*, *he had not been able to do the work* (instead of *hatte . . . gesonnt*).

NOTE. — This usage requires special attention. The form was originally a strong participle; at present it appears as an example of *attraction* to the form of the preceding infinitive.

200. In transposed clauses, when two infinitive forms stand together, the dependent auxiliary will stand before both — not, as usual, at the end of the sentence. As: *ich weiß, daß er nach Hause hat gehen müssen*, *I know that he has had to go home*; *ich mußte, daß er die Arbeit nicht hatte*

tun können, *I knew that he had not been able to do the work*; er sagt, daß er heute nicht wird kommen können, *he says that he will not be able to come to-day*.

Vocabulary.

der Schlüssel, —, *the key*.

die Melodie', —n, *the tune, melody*.

schließen, schloß, geschlossen, *to lock, to shut*.

herein', *in (towards the speaker)*.

hinein', *in (away from the speaker)*.

weit von, *far from*.

gewiß, (*for*) *certain*.

wenn . . . auch, *even if*.

Ach! *Oh!*

bis (sub. conj.), *until*.

ich darf, *I may, am permitted (to)*.

ich darf nicht, *I must not, am not allowed to*.

ich kann, *I can, am able (to), know*.

ich mag, *I may (possibly), I like (to)*.

ich muß, *I must, have to, am obliged to*.

ich soll, *I shall, am to*.

ich will, *I will, wish, want to*
— other senses hereafter.

NOTE. — For *shall, will*, expressing simple futurity, see § 114, note.

Reading Exercise.

1. Können Sie heute Abend mit meinem Bruder ins Theater gehen? Nein, ich kann nicht, ich muß zu Hause bleiben, aber meine Schwester kann gehen. — 2. Mußt du nun nach Hause gehen, Fritz? Ja, ich muß, ich darf nicht bleiben; mein Vater sagt, ich solle früh nach Hause kommen, weil ich meine Schularbeit machen müsse. 3. Wo ist Fritz? Er hat nach Hause gehen müssen. 4. Der faule Knabe hat seine Aufgabe nicht lernen wollen, aber nun muß er. 5. Der arme Junge konnte nicht heraus; die Tür war geschlossen, und sein Vater konnte nicht hinein, weil er den Schlüssel nicht finden konnte. 6. Er mußte darin bleiben, bis die Mutter

nach Hause kam und den Schlüssel fand. — 7. Ich habe Herrn Schmidt nicht besuchen können, weil ich mein Haus nicht habe verlassen dürfen, ich bin sehr krank gewesen. 8. Haben Sie meinen Vetter sehen wollen? Ja, ich habe gewollt, aber nicht gekonnt. 9. Er will nicht kommen, er kann ganz gut. 10. Sie sagte, sie könnte nicht kommen, aber ich glaube, sie könnte, wenn sie wollte. 11. Ich wollte das Geld nicht bezahlen, aber ich mußte, und Sie werden auch bezahlen müssen! 12. Sie könnten das Geld bezahlen, denn Sie haben es, aber ich könnte nicht, wenn ich auch wollte, denn ich habe keins. 13. Wir werden nicht gehen können, das Wetter ist zu schlecht. 14. Können Sie Deutsch? Ja, ein wenig, aber ich lerne es. 15. Ich kenne Herrn Schmidt, aber ich weiß nicht, wo er wohnt. 16. Ich weiß nicht, ob ich es machen könnte. 17. Er hat gewußt, daß er nicht kommen könnte, aber er hat es nicht sagen wollen. 18. Er will immer singen, aber er kann nicht.

Written Exercise.

1. My sister cannot go to school to-day; the doctor says she must stay at home to-day and to-morrow. 2. She wanted to go, but she could not. 3. "May I go, Mother?" said Hans, and the mother answered: "You may go, Hans, but you must not go far from the house." — 4. My father could not go, because he had no time. 5. I had to walk very fast, because it was late. 6. This boy will have to work, if he wants to learn German. 7. I could not come yesterday but I could come to-morrow. 8. My friend will not be able to be there. 9. He could not get out and I could not get in. 10. Do you know much German? No, but I have-to learn it. 11. My brother wanted to do it, but he could not. 12. My mother has not been able to write a letter, she has

had no time. 13. I did not know that he had been obliged to go to New York. 14. I do not like that man and I do not want to know him. 15. The children want to go into the garden; may they go? 16. Can you come this evening? I may perhaps come, I cannot say for certain. 17. I know the man and I know where he lives. 18. We can do it, but we won't.

LESSON XXII.

MODAL USES (*continued*).

201. (a) In consequence of defect of form in English, the *perfect* tense of a modal verb is expressed by *have*, with the following infinitive — that is, by the perfect infinitive. As: er hat früher schreiben können, *he could have written sooner*; er hat nicht früher kommen können, *he could not have come* (he has not been able to come, etc.).

(b) For the same reason, the German modal past, in the indicative, is often so rendered — in distinction from the subjunctive. As: er konnte früher schreiben, *he could have written* (was able to write); but er könnte schreiben, *he could write* (would be able to write); er mochte zehn Jahre alt sein, *he may have been* (was probably) *ten years old*; er möchte, etc., *he might be* (is probably), etc.

NOTE. — In general the difficulty of the modal verbs is rather in English than in German, and can usually be removed by paraphrase.

202. Phrases like *could have*, *should have*, of unreal past condition (§180) are expressed by the pluperfect subjunctive of the modal verb with the present infinitive. As: *he could have come*, er hätte kommen können (would

have been able — but did not); *he should not have done that* (but he did), *er hätte das nicht tun sollen*, etc.

Further statements concerning the modal verbs will be made hereafter.

The Causative Auxiliary Lassen.

203. The verb *lassen* (ließ, gelassen), *to let, make or cause* • (*to do or to be done*) nearly resembles, in some uses, the modal verbs — hence called the *causative auxiliary*.

(a) It takes the modal construction with an infinitive (§198). As: *er ließ das Pferd laufen*; *er hat das Pferd laufen lassen*, *he has let (made) the horse run* (§199).

(b) If the subject of the infinitive is omitted or indefinite, the infinitive acquires a passive sense and construction — English passive participle. As: *ich ließ einen Brief schreiben*, *I had a letter written*; *ich habe einen Brief von meinem Sohne schreiben lassen* (not *gelassen*), *I have had a letter written by my son*.

NOTE. — Primarily: I made (some one) write: but the use of *von*, *by*, shows that the form is now felt as passive.

(c) *Lassen* is often used as a substitute for the imperative subjunctive. As: *laßt uns gehen* (for *gehen wir*), *let us go*; *laß ihn sagen, was er will*, *let him say what he will*.

204. Like *lassen* and the modals are also construed, with an infinitive, a few other verbs: the *sense* verbs, *hören*, *to hear*: *sehen*, *to see*; (more rarely) *fühlen*, *to feel*; also, *heißen*, *to bid*; *helfen*, *to help*; *lehren*, *to teach*; *lernen*, *to learn*; *machen*, *to make* (cause). As: *ich habe sie oft singen hören*, *I have often heard her sing*; *er hat mir*

ichreiben helfen, *he has helped me write*; ich habe ihn neulich kennen lernen, *I have lately become acquainted with him*.

NOTE. — But also kennen gelernt, etc. — usage with these verbs is not uniform.

205. Especially hören and sehen admit the passive sense of the infinitive, with omitted subject. As: ich habe das Lied oft singen hören, *I have often heard the song sung*; das habe ich von meinem Vater sagen hören, *I have heard that said by my father*; ich sah das Pferd töten, *I saw the horse killed*.

Senses of the Modals.

206. The senses of the modal verbs will be more fully illustrated hereafter. For the present, it may suffice to indicate the following leading uses:

- (a) **Dürfen** — permission: *may*; (negat.): *must not*
- (b) **Können** — ability, possibility: *can, may*
- (c) **Mögen** — contingency: *may*; wish: *may*; inclination: *like* (to)
- (d) **Müssen** — necessity, compulsion: *must, has to*
- (e) **Sollen** — obligation: *shall*; expectation: *is to*; hearsay: *is said to*
- (f) **Wollen** — intention: *will*; wish: *will, wants to*; near futurity: *is about to*; assertion: *claims, pretends, confesses* (to).

Note that in some uses dürfen, können, mögen are often translated alike.

Special vocabularies are omitted hereafter. The student will find the needed words in the general vocabularies at the end of the book. The Oral Exercises, of question and answer, etc., for which ample material and examples have been given, will also be hereafter left to the teacher.

Some of the following Reading Exercises will be given in Roman type. This form is found especially in scientific treatises, and is also much used in handwriting [script]. The digraph *ß* is here written *ss*, as perhaps the most familiar form. See §42, note.

Reading Exercise.

1. Ich habe früher kommen wollen, aber ich habe nicht gekonnt. 2. Warum haben Sie nicht fruher kommen können? Weil ich meine Schularbeit erst habe machen müssen. 3. Ich hätte meine Schularbeit früher machen sollen, dann hätte ich früher kommen können. 4. Der Knabe hätte es nicht sagen sollen, denn es war nicht wahr. 5. Er hätte es machen können, aber er hat es nicht machen wollen. 6. Er hätte es machen müssen, dann hätte er es machen können. 7. Wo haben Sie den Anzug machen lassen? Ich habe ihn von meinem Schneider in New York machen lassen. 8. Der Lehrer hat die Aufgaben von den Schülern schreiben lassen. 9. Lasst uns nach Hause gehen, es wird spät und wir dürfen nicht spät nach Hause kommen. 10. Oft habe ich meinen Vater sagen hören: „Woll’ was du kannst, dann kannst du was du willst.“ 11. Wo haben Sie ihn kennen lernen? Bei meinem Onkel, als ich neulich da zu Besuch war. 12. Haben Sie die Dame jemals singen hören? Ja, ich habe sie einmal singen hören und das ist genug, ich möchte sie nicht zum zweiten Male hören. 13. Das Lied „Du bist wie eine Blume“ habe ich oft singen hören, aber niemals so schlecht wie von der Dame. 14. Das dürfte vielleicht wahr sein. 15. Kein Mensch muss müssen. 16. Er will immer so klug sein. 17. Herr Schmidt soll sehr reich sein. 18. Wann soll ich kommen? Komme so früh wie du kannst! 19. Wir haben das Haus bauen lassen wollen, aber wir hatten nicht das Geld. 20. Sie hätten es nicht tun lassen sollen.

Oral Exercise.

I am allowed to go. — You can go. — He likes to go. — She must go. — We are to go. — They want to go. — You have been able to go. — He has not cared to go. — She has been obliged to go. — We were to go. — They did not want to go. — She has been allowed to go.

Written Exercise.

1. My brother has not been able to do his school-work, it was too difficult. 2. He could have done it, if he had had to. 3. He ought to have done it, but he did not want to. 4. We could have come earlier. 5. You should not have said that you could come. 6. You should have written that you could not come earlier. 7. My father is having a house built in the country. 8. When did you have your house built? Two years ago. 9. I am having a suit made by your tailor. 10. Do not let the horse run too fast, the road is bad and the horse might fall. 11. We had heard him come into the house, but we had not seen him go out (*hinausgehen*). 12. Let them say what they will, they do not know us and we do not know them. 13. My father has helped me write the letter. 14. I have lately become acquainted with her. 15. I have often heard my mother say: If one wants to do anything, one can do it. 16. This sister is said to be very clever. 17. He pretends to have learned the lesson. 18. He has wanted for a long time to have a house built, but he has not had the money.

LESSON XXIII.

PERSONAL PRONOUNS: INFLECTION.

207. The forms of the personal pronouns have in part been already given. Their full inflection is:

FIRST PERSON.

<i>Sing.</i>	<i>Plur.</i>
N. ich, <i>I</i>	wir, <i>we</i>
G. meiner (mein), <i>of me</i>	unſer (unſrer), <i>of us</i>
D. mir, <i>(to) me</i>	unſ, <i>(to) us</i>
A. mich, <i>me</i>	unſ, <i>us</i>

SECOND PERSON.

N. du, <i>thou (you)</i>	ihr, <i>you (ye)</i>
G. deiner (dein), <i>of thee (you)</i>	euer (eurer), <i>of you</i>
D. dir, <i>(to) thee (you)</i>	euch, <i>(to) you</i>
A. dich, <i>thee (you)</i>	euch, <i>you</i>

THIRD PERSON.

Singular.

<i>m.</i>	<i>f.</i>	<i>n.</i>
N. er, <i>he</i>	ſie, <i>she</i>	eſ, <i>it</i>
G. ſeiner (ſein), <i>of him</i>	ihrer, <i>of her</i>	[ſeiner]
D. ihm, <i>(to) him</i>	ihr, <i>to her</i>	[ihm]
A. ihn, <i>him</i>	ſie, <i>her</i>	eſ, <i>it</i>

*Plural.**m. f. n.*

N. ſie, <i>they</i>	and with capital initials :	{ Sie, <i>you</i>	{	sing.
G. ihrer, <i>of them</i>		{ Ihrer, <i>of you</i>		or
D. ihnen, <i>to them</i>		{ Ihnen, <i>to you</i>		plur.
A. ſie, <i>them</i>		{ Sie, <i>you.</i>		pers.

Notes on Pronoun Inflection.

1. As to *form*, observe that :

(a) In 1st and 2d plural, the dative and accusative are alike.

(b) In 3d person, the fem. and neut. accusatives are like the nominatives (as usual, §78, c). "

(c) The forms of the fem. sing. (*she*, etc.), differ only in the dative from those of the plural (*they*), or with capitals, *you*.

2. As to use :

(a) Of the forms in (), the shorter, *mein*, *dein*, *sein*, occur chiefly in poetry ; the longer, *unſrer*, *eurer*, are rare. Note resemblance of the genitive forms to the possessives.

(b) The forms in [], *ſeiner*, *ihm*, are rarely used except of *persons*. For substitutes, see §237.

(c) As already noted, a noun will be *er*, *ſie*, *eſ*, according to its gender ; and sometimes *eſ* may stand for *persons*. As, for *daſ Mädchen*, *eſ* = *she* ; for *mein Volk*, *my people*, *eſ* = *they*.

208. An adjective construed with a personal pronoun should by the rule (§139) be *strong* ; but the *mixed* forms are usual. As : *ich armer* ; *Sie dummer Junge*, *you stupid fellow* ; but : *mir armen* ; *ihr guten Männer* ; *wir Deutſchen*, *we Germans*.

The Reflexive Pronoun.

209. (a) There is only one distinctively reflexive form, *ſich*, which is dative or accusative, for all genders and numbers of the third person : (*to*) *himself*, *herself*, *itself*, *themselves* ; also corresponding to *Sie* in address (*yourself*, *yourselves*). As : *er — ſie — ſetzt ſich*, *seats himself — herself* ; *wollen Sie ſich ſetzen*, *will you seat yourself* (or *yourselves*).

(b) Elsewhere the usual objectives are used as reflexives ; as, *ich ſetze mich*, *wir ſetzen unſ*, *we seat ourselves*, etc.

(c) In English the reflexive *-self* must be distinguished

from the emphatic *—self*. This is expressed in German by *selbst*, *selber*; as, *er selbst*, *he himself*; *er hat es selbst gethan*, *he has himself done it*; *er hat sich selber betrogen*, *he has cheated himself*. Or with nouns, *der Mann selbst*, *the man himself*.

Selbst preceding the word emphasized means *even*; as, *selbst meine Kinder haben mich verlassen*, *even my children have forsaken me*.

Pronouns in Address.

210. (a) Besides its use in familiar address — as to members of one's own family, to little children, or to most intimate friends — *du* is used in addressing animals or inanimate objects (= *you*); also, like English *thou*, in devotion and in poetry. Its plural, *ihr*, is used in the same cases, and only then; as, *ihr Kinder*, *you children*; *ihr Sterne*, *ye stars*.

(b) *Sie* is the regular form in ordinary address, to singular or plural persons — including also servants (unless familiar), and older children (not one's own). The corresponding forms of 3d plural (reflexive and possessive) must also be used, and (except *sich*) are then written with a capital.

(c) The second plural — then written with a capital, *Ihr*, etc. — occurs in formal address to a single person; so especially in the classic drama (§59, 2).

(d) In earlier language, the third singular, *Er*, *Sie* — then with capitals — were also used in address (for *you*, masc. or fem. sing.).

NOTE. — Some earlier forms occur in formal address: *Dero* and *Ihro*, for *your*; as, *Ihro Gnaden*, *your Grace*; *Ew.* (for *Euer*), *your*; and the abbreviations, *Se.* for *Seine*; *Er.* for *Seiner* — all only in connection with official titles; as, *Se. Majestät*, *his Majesty*, etc.

REMARK. — As the English *you* is perfectly colorless, care should be taken to use the proper form of address in German — and, in general, the forms with *Sie* etc. should be constantly practiced. Also, take care that the proper corresponding forms are used throughout the same context; as, with *du*, *dein*, etc.; with *ih*r, *euer*, etc.; with *Sie*, *Ihr*, *ſich*, etc.

Word-Order : Position of Objects.

211. As has been seen, the chief rules of word-order concern the position of the verb. Other rules are less imperative.

The order of objects is usually as follows :

(a) Personal pronoun objects precede other objects (as in English): *er hat mir ein Buch gegeben; ich hatte ihm das gesagt, I had told him that.*

(b) Personal *noun* objects precede *thing* objects; as, *ich gab dem Kinde ein Buch; wir überließen den Mann seinem Schicksale, we abandoned the man to his fate.* But this order may vary by emphasis; as, *ich gab das Buch dem Kinde, nicht seiner Mutter; or with a longer phrase; as, ich gab das Buch der Mutter des kleinen Kindes, etc.*

(c) With pronoun objects, the direct — and especially *es* or *ſich* — usually precedes the indirect; as, *wo iſt der Brief? ich habe ihn dir gegeben; er hat es mir gesagt, etc.*

(d) Simple objects precede objects with prepositions, or phrase objects in general (as in English).

(e) In inverted or transposed order a personal pronoun object often precedes the subject, unless the latter is a personal pronoun; as, *da gab mir mein Freund einen Brief, then my friend gave me a letter; als ihn ſein Vater ſah, when his father saw him, etc.*

Reading Exercise.

1. Hast du von Karl gehört? · Ja, er hat mir neulich einen langen Brief geschrieben; ich habe ihn dir gegeben, hast du ihn nicht gelesen? 2. Nein, ich habe den Brief nicht gesehen, hast du ihn mir wirklich gegeben? Vielleicht hast du ihn noch in der Tasche. 3. Ja, wirklich, hier ist er; ich dachte, ich hätte ihn dir gegeben! 4. Haben Sie die Dame schon kennen gelernt? Jawohl, ich habe sie bei Ihnen kennen gelernt, sie sang da so wunderschön. 5. Als Ihre Frau mich ihr vorstellte (*introduced*), sagte ich ihr, ich hätte noch nie das Lied so schön singen hören. 6. Haben Sie ihr die Blumen geschickt? Ja, die schönsten Blumen habe ich ihr geschickt. — 7. Kinder, ihr sprecht zu viel, ich werde euch alle aus dem Zimmer schicken, wenn ihr nicht ruhig seid. 8. Ich gab weder ihm, noch Ihnen, noch ihr das Geld, sondern ich gab es den Armen der Stadt. 9. Soll ich armer dummer Junge diese lange deutsche Aufgabe machen! — Ja, das sollst du, und wenn du sie gemacht hast, dann bist du nicht mehr so dumm. 10. Wollen Sie sich, bitte, setzen, Frau Schmidt, und mir sagen, warum Sie selber gekommen sind? Ich bin selber gekommen, weil mein Mann krank ist und also nicht selbst kommen konnte. 11. Sie hat ihm die Blumen gegeben, nicht er ihr. 12. Die Schüler gaben dem Lehrer ihre Aufgaben, und der Lehrer gab sie ihnen korrigiert zurück. 13. Er hat es mir gesagt, nicht Ihnen. 14. Als ich sie sah, da gab sie mir den Brief. 15. Als ich ins Haus trat, da gab mir der Mann ein Glas Wasser. 16. Ich setzte mich zuerst, dann setzte sie sich, und zuletzt setzten sie sich alle. 17. Ihr Befehl, euch sage ich auf ewig Lebewohl. 18. Gott, erbarme Dich unser! 19. Dein gedanke ich, vergiss mein nicht! 20. Kennst du diese Blume? sie heisst „Vergissmeinnicht.“

Written Exercise.

1. He sent me the letter and I read it, and then I sent it to you. 2. She lent her the book, but she did not give it to her. 3. Did he give it to you or to me? He gave it to us both. 4. We gave them bread, but we did not give them money. 5. He sees us, but we cannot see him. 6. When I saw her I gave her the book. 7. She has his book, and he has hers. 8. If she will give him his book, he will give her her book. 9. Children, you must be quiet in school. 10. We poor people must drink water. 11. Please seat yourself and tell us what you have done. 12. Charles, give her the book! 13. He wrote the exercise himself. 14. If he had not told it to me himself, I should not have believed it. 15. Then my father gave me the letter and said, "Read it and give it then to your mother." 16. Have you your books, children? 17. Have you your books, gentlemen? 18. We Germans drink beer, but we also sometimes drink water if it is good. 19. I gave it to him, but he has forgotten it. 20. Ye valleys, farewell!

LESSON XXIV.

VERB-PREFIXES — COMPOUND VERBS.

212. There are two kinds of verb-prefixes, inseparable and separable, forming compound verbs. A few prefixes are variable — separable or inseparable (as hereafter).

Inseparable Compound Verbs.

213. (a) In verbs formed with the unaccented prefixes, *be*, *ent* (*emp*), *er*, *ge*, *ver*, *zer*, the prefix is written in one word with the verb, the accent falling on the verb-stem.

A few other prefixes are sometimes used in the same way.

NOTE. — The prefix *emp*, for *ent*, occurs only before *f*, in *empfangen*, *to receive*; *empfehlen*, *to recommend*; *empfinden*, *to feel*.

(*b*) These verbs are conjugated like the primitives, except that the augment *ge* (§121) is omitted. As:

(reden, <i>to speak</i>);	bereden	<i>to persuade</i>	beredete	beredet
•(finden, <i>to find</i>);	empfinden	<i>to feel</i>	empfiand	empfiunden
(fliehen, <i>to flee</i>);	entfliehen	<i>to escape</i>	entfloh	entflohen
(kennen, <i>to know</i>);	erkennen	<i>to recognize</i>	erkannte	erkannt
(bieten, <i>to offer</i>);	gebieten	<i>to order</i>	gebot	geboten
(blühen, <i>to bloom</i>);	verblühen	<i>to fade</i>	verblühte	verblüht
•(brechen, <i>to break</i>);	zerbrechen	<i>to smash</i>	zerbrach	zerbrochen

NOTE. — Observe that the prefix *ge* is of same form as the augment *ge*. Hence like words must be carefully distinguished. As:

fallen	<i>to fall</i>	fiel	gefallen
gefallen	<i>to please</i>	gefiel	gefallen

— where the same form, *gefallen*, may have three senses. See §121, note.

214. In some cases the compound occurs where the primitive is not in use. As: *beginnen*, *to begin*; *genesen*, *to recover*; *verlieren*, *to lose*, etc.

215. The inseparable prefixes form also a large number of derivatives. In all cases they remain unaccented; and (like the augment, §121) they can stand only just before the accented syllable. Hence two unaccented prefixes cannot stand together.

REMARK. — These prefixes are not used alone, as words. Hence verbs formed with them are not proper compounds and are not accented as such. But they are generally so called.

216. Senses of Inseparable Prefixes.

NOTE. — The inseparable prefixes modify variously the meaning of the primitive. In some cases, this sense is obvious; in others it is obscured. Only a few of the most common senses will be here indicated. Others must be learned by use.

1. **be-**, usually *transitive*: as, *schreiben*, to write; *beschreiben*, to describe; *graben*, to dig; *begraben*, to bury; or *intensive*, as, *halten*, to hold; *behalten*, to keep; *sehen*, to see; *besehen*, to examine.

2. **ent-**, *separation, deprivation*: *lassen*, to let; *entlassen*, to let off; *ziehen*, to draw; *entziehen*, to draw away, withdraw; or *origin (from)*; *stehen*, to stand; *entstehen*, to arise; *brennen*, to burn; *entbrennen*, to take fire.

3. **er-**, *attainment, completion*: *halten*, to hold; *erhalten*, to receive, get; *jagen*, to hunt; *erjagen*, to get by hunting; *schlagen*, to strike; *erschlagen*, to slay.

4. **ge-**, various; often only *intensive*: *denken*, to think; *gedenken*, to remember; *hören*, to listen; *gehören*, to obey.

5. **ver-**, *reversal of action*: *bieten*, to bid; *verbieten*, to forbid; *blühen*, to bloom; *verblühen*, to fade; *error (astray)*: *kennen*, to know; *verkennen*, to mistake; *führen*, to lead; *verführen*, to seduce; *loss*: *spielen*, to play; *verspielen*, to lose at play; *completion*: *brennen*, to burn; *verbrennen*, to burn up, etc.

6. **zer-**, *dissolution, "to pieces"*: *brechen*, to break; *zerbrechen*, to break to pieces; *treten*, to tread; *zertreten*, to crush, trample to pieces, etc.

The Possessives.

217. (a) The simple forms of the possessive adjectives and pronouns are shown §74, *a, b*.

(b) There is also a derivative pronoun form in *-ig*,

which is used only with the definite article — hence, declined as a weak adjective. Thus :

N. der meinige	die meinige	das meinige ;	pl. die meinigen
G. des meinigen	der meinigen	des meinigen ;	pl. der meinigen
etc.	etc.	etc.	etc.

Similarly : der, die, das jeinige, *his* — Ihrige, *yours*, etc.

218. The possessives are also used (like adjectives §145) as nouns : plural, of persons ; as, die Meinen, die Meinigen, *my family* (or *friends*) ; die Unsrigen, *our party* (or *soldiers*) ; neut. sing. (abstract), das Meine, *what is mine*, *my property*.

NOTE. — While the uninflected form is usual as predicate (§74, c) to express simple ownership, the pronoun form is used to express emphasis or distinction. As : dieses Buch ist meines (nicht deines) ; dieses Buch (nicht jenes) ist das meine, etc.

For the article in sense of English possessive, see §95.

Reading Exercise.

1. Wie hat dir mein neues Kleid gefallen? Sehr gut, es ist so schön, dass ich dich zuerst nicht darin erkannte.
 2. Beschreiben Sie mir, bitte, das Haus! Das kann ich nicht, ich habe es so genau nicht besehen.
 3. Noch blühen einige Rosen im Garten, aber viele sind schon verblüht.
 4. Der Dieb entfloß, aber der Herr des Hauses hatte ihn erkannt.
 5. Zerschlagen Sie nicht den Teller, er ist sehr kostbar!
 6. Wir müssen eilen, der Gottesdienst hat schon begonnen.
 7. Ich habe Ihnen das Mädchen empfohlen, weil sie ein fleissiges, gutes Mädchen ist.
 8. Hier liegen viele Soldaten begraben.
 9. Behalten Sie das Buch, so lange wie Sie wollen.
 10. In der Nacht entstand ein grosses

Feuer, viele Häuser brannten. 11. Unser Lehrer entliess die Klasse, weil das Wetter so warm war. 12. Er hat mir einen Brief geschrieben, aber ich habe ihn nicht erhalten. 13. Sie hat erreicht, was sie wollte. 14. Kinder müssen ihren Eltern gehorchen. 15. Jemand hat den Mann erschlagen; das Gras ist ganz zertreten, wo er lag. 16. Haben Sie meinen Stock? Nein, ich habe meinen (den meinen *or* den meinigen). 17. Entschuldigen Sie, Sie trinken aus meinem Glas; Ihres steht da auf dem Tisch. 18. Wie geht es den, Ihrigen? Sehr gut, danke.

Written Exercise.

1. This house does not please me, the rooms are too small.
2. I did not recognize her at first, and yet I knew her very well (gut) many years ago.
3. Can you describe the thief who escaped? No, it was too dark and I could not recognize his face.
4. The flowers are fading very quickly because we have had no rain.
5. I cannot recommend you the girl, she breaks too many cups and plates.
6. The service had not commenced when we reached the church.
7. My husband received a letter for me day-before-yesterday, but he kept it in his pocket and forgot to give it to me.
8. They have slain an innocent man.
9. The poor man was slain and buried before his people knew that he was in America.
10. Good children obey their parents and teachers.
11. He has lost his money at play.
12. They have persuaded my brother to sell his house.
13. I have neither his book nor hers, but mine.
14. Excuse me, you have my umbrella! No, I have mine, yours is there.
15. Give my respects (*empfehlen Sie mich*) to your family (pron.).
16. Do not forget the difference between *meum* and *tuum* (mine and thine).

LESSON XXV.

COMPOUND VERBS — SEPARABLE.

219. The separable compound verbs are formed with a large number of words which are called separable prefixes, *and always take the chief accent*.

(a) Some of these prefixes are the common prepositions; as, an, auf, aus, etc.

(b) Others are simple adverbs; as, ab, *off*; da, *there*; fort, *away*; or compound adverbs; as, davon, *away*; herum, *around*, etc.

(c) Others are nouns; as, haus=halten, *to keep house*; or adjectives; as, frei=sprechen, *to acquit*; or phrases; as, auseinander=setzen, *to explain*, etc. No complete list could be given.

220. (a) In the simple parts of the verb — present, past, imperative — (except in transposed order), the prefix is separated and stands (usually) after all other adjuncts. As (normal): ich stehe früh auf, *I rise early*; (inverted) gestern stand ich sehr früh auf, *yesterday I rose very early*; (imperative) stehe nicht zu spät auf, *do not rise too late*, etc.

(b) But in transposed order, when the verb must stand last, the prefix is written in one word before it; as, als ich heute morgen aufstand, *when I rose this morning*.

(c) In the verbals — infinitive and participles; — hence also in all compound parts, the prefix stands in one word with the verb-form — the augment ge of the perfect participle, or zu with the infinitive, standing between the

two. As: (infin.) aufstehen; (pres. part.) aufstehend; (perf. part.) aufgestanden; (infin. with zu) aufzustehen.

And in compound parts: ich werde früh aufstehen, *I shall rise early*; ich bin früh aufgestanden, *I have risen early*, etc.

221. (a) The separable prefix retains its accent even when separated from the verb, and is thus distinguished from the ordinary preposition with object. As: ich stand heute morgen auf, *I got up this morning*; ich stand auf einem Stuhl, *I stood on a chair*.

(b) The same prefixes are always accented in derivatives; as, Anfang (noun); vornehm (adjective); or in compounds; as, vorgertern (adverb), etc.

NOTE. — Also the prefix zu is distinguished by accent from the infinitive zu. As: sagen, zu sagen, *to say*; zu sagen, zuzusagen, *to promise*. And in compound prefixes; as: hinsetzen, hinzusetzen, *to set down*; hinzusetzen, hinzuzusetzen, *to add*, etc.

Conjugation of a Separable Verb.

222. (a) For convenient reference, an abridged model of a separable compound verb is added:

Anfangen, *to begin*.

Principal Parts: anfangen, fing an, angefangen.

Pres. Part.: anfangend; *Perf. Infin.*: angefangen haben.

Present		Past	
INDIC.	SUBJ.	INDIC.	SUBJ.
ich fange an	fange an	fing an	finge an
du fängst an	fängest an	fingst an	fingest an
er fängt an	fange an	fing an	finge an
wir fangen an	fangen an	fingen an	fingen an
etc.	etc.	etc.	etc.

Imperative : fange an ; *pl.* fangt an

• fangen Sie an

Perf. and Pluperf. : ich habe (hatte) angefangen

Fut. and Cond. : ich werde (würde) anfangen

“ “ *Perf.* : ich werde (würde) angefangen haben

Infin. with zu : anzufangen

Perf. Infin. with zu : angefangen zu haben

Inverted

ich fange ich an

ich werde ich anfangen

ich wünsche ich anzufangen

I wish to begin, etc.

Transposed

wenn ich heute anfangen

als ich gestern anfing

da ich nun angefangen habe

as I have now begun, etc.

b) Observe that the prefix stands immediately before verb-stem only in the *simple infinitive* (without *zu*), the *present participle*, and the *simple tenses when transposed*. In all other cases there is *actual separation*, either by position or by intervening *ge* or *zu*.

c) Note also that, as verbs are listed by the infinitive, compounds stand, in a vocabulary, under their preposition. e. g. er ging aus dem Hause hinaus ; see hinausgehen,

23. Usually a separable prefix shows its literal sense distinctly in the compound verb. But in some cases the sense is obscured by derived uses ; and then the literal sense is expressed by a compound of *her* or *hin*. As : fallen, es fällt mir ein, *it occurs to me* ; hineinfallen, *to fall in* ; ausziehen, *to undress* ; herausziehen, *to pull out*, etc.

24. The like compounds of *her* or *hin* are sometimes preceded after a foregoing preposition, and are then not sep-

arately translated. As : er kam in die Stube herein, *he came into the room*; er ging aus dem Hause hinaus, *he went out of the house* — but the preposition must not be omitted.

225. The most common prefixes which are always separable are : ab, *off*; an, *on*; auf, *up*; aus, *out*; bei, *by*; da or dar, *there*; ein (for in), *in, into*; empor, *up*; entgegen, *against*; fort, *away*; her, *hither*; hin, *thither*; mit, *with, along*; nach, *after*; nieder, *down*; ob, *over*; vor, *before*; weg, *away*; wieder, *again, back*; zu, *to*; zurück, *back*; zusammen, *together*.

Also compounds; as, voran, *before*; vorbei, *past*, etc.; and especially compounds of da (dar); as, davon, *away*; dazu, *besides*, etc.; and of her and hin (§173); or phrases; as, auseinander, *asunder*, etc. For nouns and adjectives as prefixes, see §229.

NOTE. — Properly speaking prepositions thus used (as an, auf, etc.) are then simply adverbs (as in English, *come up, go on*, etc.). See also §221, a.

REMARK. — The separable prefixes require special attention because English has no exactly corresponding form. We may say; *to look over a book*, or *to look a book over*; but *to overlook* has a quite different meaning and does not admit of separation.

Reading Exercise.

1. Wann stehen Sie des Morgens auf? Ich stehe gewöhnlich auf, wenn die Sonne aufgeht. 2. Wann geht die Sonne auf? Um sechs Uhr. 3. Als die Sonne aufging, standen wir auf und frühstückten. 4. Der Mann ging aus dem Hause hinaus und fing an, in seinem Garten zu arbeiten. 5. Als er wieder in das Haus hineinging, fand er niemand im Hause.

6. Gehen Sie morgen mit nach New York? Ich hoffe mitzugehen, aber ich weiss noch nicht, ob ich wegkommen kann.
7. Wann fährt der Zug ab, mit welchem Sie fahren? Um sieben Uhr morgens. 8. Wann kommen wir in New York an? Um acht Uhr. 9. Komm her, Karl, ich habe dir etwas mitgebracht! 10. Gehen Sie, bitte, hin und bringen Sie mir die Medizin sogleich von der Apotheke mit! 11. Wie viel Geld haben Sie für mich ausgegeben? Zwei Dollar.
12. Der Hund lief um das Haus herum, und hinten in die Küchentür hinein. 13. Jage den Hund aus dem Hause hinaus, er ist nicht unser! 14. Wo ist Heinrich? Er ist ausgegangen, um mir etwas einzukaufen. 15. Als der Bauer aufwachte, stand er auf. 16. Er wachte auf, stand auf, machte das Fenster zu, legte sich wieder hin und schlief gleich ein. 17. Morgen werde ich anfangen, das Buch abzuschreiben. 18. Das Kind fiel in das Wasser hinein, aber ein Mann, der vorbeiging, zog es wieder heraus. 19. Gehen Sie voran, ich komme nach! 20. Er ging in dem Zimmer hin und her und dachte über die Sache nach.

Written Exercise.

1. Get up, it is late and the train starts at eight o'clock.
2. Karl got up too late; when he arrived at the station the train had started. 3. When did he arrive here? I do not know, I had gone out when he arrived. 4. Can you go along? No, I have just begun to copy my exercise. 5. When you come to-morrow bring your friend along. 6. My father went into the house, opened the door of his room and a big black cat jumped up and ran out through the kitchen door.
7. When she got up she closed the windows, then she laid herself down, but she did not fall asleep. 8. Boys, do not copy your exercises! 9. When the boy fell into the water a man

jumped in and pulled him out again. 10. If you go ahead I will follow. 11. Think-over the matter, do not spend your money for such things. 12. Whilst he was walking up and down in the room he was thinking over the matter. 13. The sun rises at five and sets at seven. 14. "Shut the door" he called out as I went out of the room, and then he added: "Bring your friend along when you come again." 15. When I came back I hoped to see him again, but he had gone out. 16. My mother has shut the windows but has forgotten to shut the door. Then go back and shut it yourself!

LESSON XXVI.

VARIABLE VERB-PREFIXES: SEPARABLE OR INSEPARABLE.

226. The prefixes *durch*, *through*; *über*, *over*; *unter*, *under*; *um*, *around*, form both separable and inseparable verbs: separable usually in literal sense; inseparable, in secondary or figurative senses—the usual rules of accent, etc., in either case. As:

<i>To set over:</i>	<i>ü'ber'setzen</i>	<i>setzte über</i>	<i>ü'bergesetzt</i>
<i>To translate:</i>	<i>ü'ber'setzen</i>	<i>übersetzte</i>	<i>überse'tzt</i>
<i>To go round:</i>	<i>um'gehen</i>	<i>ging um</i>	<i>um'gegangen</i>
<i>To evade</i>	<i>umge'hen</i>	<i>umging'</i>	<i>umgan'gen</i> , etc.

It may be remarked that the inseparable uses are much the more frequent. See Remark 2, below.

227. The following are more special cases.

(a) *wieder*, *again*, is inseparable only in *wiederho'len*, *to repeat*; but *wie'derholen*, *to bring again*.

(b) *hinter*, *behind*; *wider*, *against*, form only insepar-

able verbs; but, unlike the usual inseparables (§215) they take the accent in derivatives. As: hinterla'sſen, *to bequeath*; but der Hin'terlaß, *the bequest*; widerste'hen, *to resist*; but der Wi'derstand, *resistance*, etc.

(c) Miß (English *mis*-) is properly inseparable, but admits variable forms in perfect participle, and also takes the accent in derivatives. As: mißbrau'den, *to misuse*: pp. mißbraucht', or miß'gebraucht (also gemiß'braucht); but der Miß'brauch, *misuse*.

(d) Voll, *full*, forms a few inseparables, as, vollen'den, vollbrin'gen; p.p. vollen'det, vollbracht'. In literal sense it is sometimes written as a separable prefix; as, voll=gießen (or voll gießen), *to pour full*.

REMARK 1. — Practically it is important to remember only the few *inseparable* and *variable* prefixes. *All others are separable*.

2. The variable prefixes can be actually *doubtful* only in the three possible cases mentioned in §222, *b*. Elsewhere there is either actual separation or the contrary, which determines the nature of the prefix. In doubtful cases the meaning (§226) is usually decisive.

Mixed Prefixes.

228. (a) In a few cases an inseparable compound takes also a separable prefix. These verbs usually admit zu but exclude the augment. As: an'erkennen, *to acknowledge*; erkannte an; anerkannt; anzuerkennen.

(b) Others exclude the separated forms. As: aufer'stehen, *to rise again*; aufer'stand'; aufer'stan'den; but not er er'stand auf, etc.

(c) A few prefixes combine separable and inseparable elements. As:

bevor'stehen, *to impend*; stand bevor; bevorge'standen.
vor'behalten, *to reserve*; behielt vor; vorbehalten (§121).

Other Verb-Compounds.

229. As was seen (§219, *c*) some nouns and adjectives are treated as separable verb-prefixes, from habitual use, the noun being then written without capital, even when separated. As :

teilnehmen, *to take part*; nahm teil; teilgenommen
 freisprechen, *to acquit*; sprach frei; freigesprochen, etc.

(*a*) Some like compounds are treated as simple verbs. As :

lustwandeln, *to saunter*; lustwandelte; lustwandelt
 wahr sagen, *to prophesy*; wahr sagte; gewahr sagt

Details must be learned by use.

230. Of like form apparently are some verbs derived from compound nouns. As: frühstücken, *to breakfast* (from das Frühstück); handhaben, *to handle* (Handhabe); ratſchlagen, *to consult* (Ratſchlag). These are all treated as simple *weak* verbs; as :

handhaben,	handhabte,	gehandhabt
ratſchlagen,	ratſchlagte,	geratſchlagt

The distinction between these apparently similar forms must be learned by use.

231. The rules for position of the separable verb-prefix may be conveniently stated in the following :

RULES OF POSITION.

(*a*) With all finite verb forms, not transposed, the separable prefix is separated and stands usually at the end of the sentence; but it is written in one word before an infinitive, a participle, or a transposed verb.

(*b*) But the separated prefix frequently stands nearer

the verb, especially before a dependent infinitive with *zu* ; as, er fing an, laut zu lesen, *he began to read aloud* ; or also before an adverb phrase ; as, er saß sie weinend an mit ausgestreckten Armen, *with outstretched arms*.

Reading Exercise.

1. Die Reisenden kamen an den Rhein und ein Schiffer setzte sie in einem kleinen Boot über. 2. Sie setzten über den Rhein. 3. Der Schüler übersetzte sehr gut aus dem Deutschen. 4. Der Schiffer hat die Reisenden übersetzt. 5. Der Schüler hat die Aufgabe schlecht übersetzt. 6. Der Knabe ging um das Haus und suchte seinen Freund. 7. Der Knabe hinterging den Vater. 8. Wiederholen Sie, bitte, was Sie gesagt haben. 9. Holen Sie mir, bitte, das Buch wieder. 10. Der Mann hat seinem Sohne nichts als ein altes Haus hinterlassen. 11. Unsere Soldaten widerstanden dem Feinde. 12. Der König hat seine Macht missbraucht. 13. Vollenden Sie, was Sie selber angefangen haben ! 14. Man muss seine Arbeit anerkennen. 15. Christus ist auferstanden von den Toten. 16. Der Richter sprach den Mann frei, weil er nicht an dem Verbrechen teilgenommen hatte. 17. Er kam sehr hungrig nach Hause und fing gleich an zu frühstücken (or: fing gleich zu frühstücken an). 18. Die alten Herren rat-schlugen, wie sie die Sache handhaben sollten.

Written Exercise.

1. When we came to the river a boatman set us over in a big boat. 2. Please translate, but speak loud, that all can hear you. 3. The boy has translated the whole exercise. 4. My mother repeated what she had said, because my father had not heard it. 5. He went behind the house. 6. She

deceived her mother. 7. The old tailor bequeathed all that he had to his wife, and then he died. 8. After the enemy had resisted two hours they fled. 9. Do not misuse your power! 10. My friend acknowledged that he had been there. 11. Will the judge acquit the man? that is the question. 12. Did you take part in the game? No, I did not take part, I do not understand it. 13. Have you breakfasted already? Yes, but I breakfasted so early that I am hungry again. Then breakfast with us! 14. The teacher began to translate the book to the scholars. 15. This old boat is hard (schwer) to handle, she steers badly. 16. They consulted together, but each one had a different opinion.

LESSON XXVII.

THE DEMONSTRATIVES.

232. The demonstrative adjectives, *dieser*, *jener* (§68), are also used as pronouns:

dieser, -e, -es, *this one, the latter, he, she*, etc.

jener, -e, -es, *that one, the former*, etc.

233. (a) *Der*, *die*, *das*, as demonstrative adjective, is distinguished from the definite article only by greater stress; as, *der Mann*, *the man*; *der Mann*, *that man*.

NOTE. — The article, like English *the*, is in fact only the demonstrative adjective with a minimum stress.

(b) As demonstrative pronoun, *that one*, *that (of)*, *he*, etc., *der* has the enlarged forms:

Sing. gen. *deß*, *deren*, *deß*

Plur. gen. *deren* or *derer*; *dat.* *denen*.

In the genitive plural *derer* is used only as antecedent to a relative — elsewhere *deren*.

NOTE. — In the neuter singular a shorter form *des* (old *deß*) occurs in a few compounds (§237, *b*).

234. *Solcher* —e, —es, *such*, is preceded by the indefinite article or stands before it without inflection :

(a) As adjective : ein *solcher* Mann ; *solch* ein Mann, *such a man* ; *pl.* *solche* Männer, *such men*.

(b) Or as pronoun : ein *solcher* ; *solch* einer, *such a one*.

(c) Or before an adjective : *solcher* schöne Himmel ; or *solch* schöner Himmel (more usually), *such a beautiful sky*.

NOTE. — *Solcher* is followed by a simple relative (English *as*). As : *solche* Bücher, die ich gelesen habe, *as I have read*.

235. The following compounds — adjective or pronoun — decline as §88.

derjenige, *diejenige*, *dasjenige* ; *pl.* *diejenigen*, *that one*, *he*, etc. *derselbe*, *dieselbe*, *daselbe* ; *pl.* *dieselben*, *the same*, *he*, etc.

gen. *desselben*, *derselben*, *desselben* ; *derselben*, etc.

(a) *Derjenige* occurs chiefly as antecedent to a relative (§238, *c*).

(b) *Derselbe* is often used as substitute for a simple demonstrative or personal pronoun (§238).

236. As subject of *sein* the neuter singular *dieses* (*dieß*) and *daß*, also the personal *es* (§207) stand uninflected, the verb agreeing with predicate noun. As : *dies* ist eine Rose, *this is a rose* ; *was* sind *daß* ? *daß* sind Lilien, *what are those ? those are lilies* ; *es* sind unsere Freunde, *it is* (or *they are*) *our friends*.

NOTE. — Observe that in English the verb agrees with the *grammatical subject*.

237. The inflected forms of the demonstrative *der*, as also of *es* (§207, Note 2, *b*), referring to *things*, are rarely used with prepositions:

(a) Instead of the dative or accusative, the adverb *da*, *there* (before a vowel and sometimes before *n*, *dar*) is compounded with the preposition (as, *therein*, *thereby*, etc.). As: *damit*, *with it, that, them*; *dafür*; *daran*; *da(r)nach*, etc.

(b) The shorter genitive *des* (§233, Note) is used in composition with the prepositions *halb*, *wegen*: *deshalb*, *deswegen*, *on that account*.

(c) Also compounds of *hier* (*hie*), *here*, for cases of *dieser*, as *hiermit*, *with this*, etc., occur more rarely.

238. A demonstrative pronoun is frequently used where English uses a personal:

(a) *Der*, or *derselbe*, especially when referring to *things*; as, *ich bedarf dessen nicht*, *I do not need it (that)*; *ich habe den Brief erhalten, aber ich habe denselben noch nicht gelesen*, *I have received — but I have not yet read it*.

(b) Especially in case of possible ambiguity, to refer to an object (where the personal would refer to the subject). As: *er schickte mir einen Boten, aber ich traue demselben nicht*, *he sent me a messenger, but I do not trust him*; *sie grüßte ihre Freundin und deren Tochter*, *she greeted her friend and her (the friend's) daughter*; or to mark the *nearest* noun; as, *mein Vetter, sein Freund und dessen Sohn*, *his friend and his (the friend's) son*.

(c) *Der* (or in more formal statement, *derjenige*) as antecedent to a *restrictive* relative (*he who*). As: *der*,

der das gesagt hat, *he who has said that*; derjenige, der uns schmeichelt, ist kein Freund, *he who flatters us is no friend*.

(d') And sometimes for emphasis; as ex. 7, 12, below.

NOTE.—It may be noted that these uses give often a clearer distinction than in English.

Reading Exercise.

1. Sind hier viele Häuser zu vermieten? Ja, in dieser Strasse sind zwei, dieses und jenes dort, wo die Kinder im Garten spielen; dieses hat nur neun Zimmer, jenes elf.
 2. Kennen Sie den Mann? 3. Ja, das ist mein Nachbar, der diese Häuser gebaut hat. — 4. Solch ein schönes Mädchen hatte man im Lande nie zuvor gesehen. 5. Diejenigen, die das Mädchen sahen, mussten es lieben; deshalb kamen viele junge Männer, dasselbe (*or* sie) zu besuchen. 6. Dies ist mein Stock, das ist Ihrer. 7. Sind das unsere Freunde, die dort kommen? Nein, die kommen nicht hierher, die gehen dorthin. 8. Was haben Sie dafür gegeben? Zwei Dollar. 9. Was hat der Mann damit gemacht? Er hat es verkauft. 10. Lag mein Buch nicht auf dem Tische? Nein, es lag nicht darauf, deshalb konnte ich es nicht finden. 11. Der Schneider hatte meinen Anzug fertig, aber er hat mir denselben nicht geschickt. 12. Er traf seinen alten Freund und dessen Sohn; die waren eben von Deutschland zurückgekommen. 13. Er hat mir den Brief geschrieben, aber ich habe denselben nicht erhalten. 14. Diejenigen, die keine Bücher haben, müssen bei denen sitzen, die welche (*some*) haben. 15. Der Fürst hatte zwei Söhne, Max und Heinrich; dieser war zu der Zeit neun Jahr alt, jener nur sieben. 16. Das sind aber schöne Äpfel! Gib mir einige davon.

Written Exercise.

1. This house is new and has eleven rooms, that one is old and has only nine. 2. That is the woman who lives in that old house. 3. That woman is very rich, her sister is my neighbor; I know the latter, but I do not know the former. 4. My family is large, on that account I must have a bigger house; I cannot live in such a small house. 5. Did you ever know such a man! 6. My father gave me his ring, but it is too big for my finger. 7. Those are my books, these are yours. 8. These books are mine. Those are his. 9. Heinrich, have you not spent your money? What did you do with it? I bought a ball and gave ten cents (zehn Cent) for it. Is the ball in your pocket? Yes, it was in-there when I came home. 10. In the room stood a table and on-it lay many books. 11. There was once a queen, who had a son and he was young and handsome. 12. She told me that story, but I do not believe it. 13. He who spoke was an old man. 14. Those who were there were silent. 15. Those who are richest are not always the happiest. 16. Those are my sisters, these are my brothers!

LESSON XXVIII.

REFLEXIVE VERBS.

239. Reflexive verbs "reflect" the action upon the actor. Hence the object is always the pronoun corresponding (§209) to the subject. This object may stand in different relations.

(a) Usually, the accusative; as, *ich wusch mich, I wash myself.*

(b) Less frequently, the dative; as, ich schmeichle mir,
I flatter myself.

(c) Still more rarely the genitive; as, ich spare meiner,
I spare myself.

The first (a) are *direct*; (b) and (c) *indirect* reflexives
— called also *false reflexives*.

NOTE. — In naming a reflexive verb, sich (for accus. or dat. object) is used before the infinitive; as, sich waschen, sich schmeicheln, etc.

240. A reflexive verb has no peculiarity of inflection.
The object pronoun retains its usual place. "The auxiliary is always haben.

Examples.

(a) The direct reflexive (b) The indirect reflexive
sich freuen, (to) rejoice, be glad sich einbilden, (to) imagine

Present Indicative.

ich freue mich	ich bilde mir ein
du freust dich	du bildest dir ein
er freut sich	er bildet sich ein
wir freuen uns	wir bilden uns ein
ihr freut euch	ihr bildet euch ein
sie freuen sich	sie bilden sich ein
Sie freuen sich	Sie bilden sich ein

Imperative.

freue dich	bilde dir ein
freut euch	bildet euch ein
freuen Sie sich	bilden Sie sich ein

Perfect.

ich habe mich gefreut	ich habe mir eingeildet
-----------------------	-------------------------

Future.

ich werde mich freuen ich werde mir einbilden

Infinitives.

sich (zu) freuen sich ein(zu)bilden

etc. etc.

NOTE. — Observe that the accusative and dative objects (except *mir, dir*) are the same.

241. The reflexive form is used in German much more widely than in English, giving rise often to secondary senses and requiring various forms of translation. The reflexive meaning must, therefore, generally be sought in the dictionary. Note also :

(a) The reflexive often has *passive* sense, when the agent is not expressed ; as, *der Schlüssel hat sich gefunden, the key has been found* — but only when no ambiguity is possible (§272, *b*).

(b) Or *indefinite*, especially in impersonal form ; as, *es fragt sich, it is a question ; es wohnt sich hier gut, it is good living here.*

(c) With plural subject, often *reciprocal* ; as, *diese Männer hassen sich, these men hate each other ; Kinder, liebet euch, love one another.*

242. Certain verbs are used wholly or chiefly, or with special senses, as reflexives, which have no corresponding form in English. Such are :

sich an'maßen, <i>to assume</i>	sich irren, <i>to be mistaken</i>
sich befinden, <i>to be (in health)</i>	sich rühmen, <i>to boast</i>
sich betragen, <i>to behave</i>	sich schämen, <i>to be ashamed</i>
sich ereignen, <i>to happen</i>	sich weigern, <i>to refuse</i>
sich erinnern, <i>to remember</i>	sich wundern, <i>to wonder</i>

— and many others.

The Interrogatives.

243. The indefinite interrogative (*who, what*) is :

N. <i>wer, who</i>	<i>was, what</i>
G. <i>weſſen, of whom, whose</i>	<i>(weſſen, of what)</i>
D. <i>wem, to whom,</i>	—
A. <i>wen, whom,</i>	<i>was, what</i>

(a) *Weſſen* is rarely used except of persons. As neuter a shorter form *weß* is used, like *deß*, in composition (§237, b); and, rarely, as an adjective (old *weß*).

244. *Welch*, -er, -e, -es (§68), is either adjective, *which, what*; or pronoun, *which (one)*; as, *welches Haus — welches von dieſen Häuſern — haben Sie gekauft?*

(a) Like *ſolch* (§234) *welch*, uninflected, *what a* — usually in exclamations — may stand before the indefinite article or an adjective. As: *welch ein Mann, what a man!* *welch ſchöner Himmel, what a beautiful sky!*

245. The phrase *was für*, *what for, what kind of*, is used as an interrogative, in which *was* is uninflected, and a following indefinite article or adjective is inflected independently of *für*, as if the whole phrase were an adjective. As: *was für ein Stod — was für ein ſchöner Stod — iſt daß, what kind of a cane — of a beautiful cane — is that; mit was für einem Stod gehen Sie, with what kind of a cane do you walk? was für ſchöne Blumen ſind daß, what kind of beautiful flowers are those? Or in exclamation: was für Unſinn, what nonsense!*

(a) Sometimes *für* is separated from *was*; as, *was haben Sie da für einen Stod — für ſchöne Blumen, etc.*

246. With prepositions, instead of the inflection of

was, compounds of wo, *where* (before a vowel, wor) are used (as *wherein*, *whereby*, etc. See §237); as, womit, *with what*; worin, *in what*; wofür, *for what*, etc.

NOTE.—Warum is used for *whom*, *why*. For genitive *meß*, see §243, a.

247. A preposition may not end an interrogative sentence. As: *what book are you speaking of*, von welchem Buche sprechen Sie? *what are you thinking of?* woran denken Sie? etc.

NOTE.—The interrogative readily becomes exclamatory or indefinite; and especially in a dependent clause (or indirect question) must be carefully distinguished from the relative (hereafter).

Reading Exercise.

1. Mein alter Schulkamerad freute sich, mich zu sehen, und ich freute mich eben so sehr, ihn zu sehen. 2. Er erinnerte sich meiner noch ganz gut, obgleich wir uns seit zehn Jahren nicht getroffen hatten. 3. Er wunderte sich, dass er keinen Brief von mir bekommen, und ich schämte mich, dass ich seine Briefe nicht beantwortet hatte. 4. Die Kinder haben sich sehr gut betragen, nur der Karl war etwas wild. 5. Weshalb warst du so wild, Karl? Du irrst dich, wenn du dir einbildest, dass du dich betragen kannst, wie du willst! 6. Wie befinden Sie sich heute, Herr Doctor? Nun, ich finde mich schon besser. 7. Wir bilden uns ein, dass wir etwas Deutsch können, aber vielleicht irren wir uns. 8. Was macht die kleine Anna da? Sie bildet sich ein, dass sie sich wäscht, aber sie spielt nur mit dem Wasser. 9. Der junge Goethe konnte sich der Freundschaft eines Fürsten rühmen. 10. Kinder, weshalb weigert ihr euch, euch zu waschen? Wir weigern uns nicht, aber wir haben kein Handtuch und

keine Seife. 11. Hat sich Ihr Ring wieder gefunden? Ja, ich hatte ihn in der Tasche. 12. Schläft es sich hier gut? Ja, recht gut, wenn man müde ist. 13. Es fragt sich, ob es sich machen lässt! 14. Diese jungen Mädchen lieben sich sehr. 15. Was für Leute waren da? Meistens sehr arme Leute. 16. Worauf sassen sie? Auf Bänken. 17. Er spricht Deutsch, aber was für ein Deutsch! 18. Wessen Brot ich esse, dessen Lob ich singe. 19. Wovon sprechen Sie? ich verstehe nicht, was Sie sagen. 20. Welch ein Gedanke! Warum reden Sie solch unsinnige Worte?

Written Exercise.

1. I am glad to see you, Mr. Brown. I heard that you had been ill; how are you now? I am better, thank you. 2. This boy imagines that he is very industrious and wonders why the teacher does not think so. 3. Do you remember how glad we were to get home? 4. She remembers him, but he does not remember her. 5. Karl, be more quiet! are you not ashamed to behave so badly? 6. We are mistaken, that is not the man [whom] we saw. 7. The sailors refused to work because they had had no breakfast. 8. Children, wash yourselves first before you dress! 9. Sit down, Mrs. Smith, we are all glad to see you. 10. She cannot boast of great beauty, but she is a good, honest woman. 11. The book has been found, it was lying in there. 12. It is a question whose book it is. 13. I cannot wash myself without soap and a towel. 14. These two women love one another like sisters. 15. He undressed and lay down on the bed, but he could not sleep. 16. He lay and wondered what would happen. 17. Where is my towel? You are sitting on it. 18. What kind of a book is it? Whose book is it? I do

not know whose book it is. 19. Did you think of (an) it? What are you thinking of? 20. What beautiful weather!

LESSON XXIX.

THE RELATIVES.

248. The forms of the relative pronouns (in part given §152) are, as in English, the same as those of the demonstrative (*that*), and the interrogatives (*who*, *which*, *what*). But, as the relative can occur only in a dependent clause, the relative sense is known by the transposed position of the verb (§153).

NOTE. — The relatives, from their connective use, are also known as *conjunctive pronouns* — a really better name.

249. The definite — or simple — relatives (*that*, *who*, *which*), referring to an *antecedent*, are *der* and *welcher*.

(a) *Der* has the enlarged inflection of the demonstrative pronoun, *der*, *die*, *das* (§233, *b*), except that its genitive plural is always *deren*, never *derer*.

(b) *Welcher* inflects as §68, but has no genitive — the genitive forms being always supplied by *der*. Thus:

N. <i>welcher</i>	<i>welche</i>	<i>welches</i>	<i>pl. welche</i>
G. <i>dessen</i>	<i>deren</i>	<i>dessen</i>	<i>pl. deren</i>
D. <i>welchem</i> , etc.	(the rest regular).		

NOTE. — This peculiarity is for the avoidance of possibly ambiguous forms. Rare exceptions occur.

250. The relative pronoun (as in English) agrees with its antecedent in gender and number, but takes its case from its own clause. As the corresponding forms in

English are often without inflection, care must be taken to give the relative always its proper form. As :

der Mann,	der	hier war.	die Männer	}	die	
	welcher		die Frauen	}	welche	hier wa-
die Frau,	die	hier war.			ren.	
	welche		"		deren Kinder	hier
der Mann,	dessen	Kind hier			waren.	
	war.		"		denen wir die	
die Frau,	deren	Kind hier war.			Bücher gaben.	
	dem		"		mit welchen wir	
der Mann,	welchem	ich das			sprachen.	
	Buch	gab.	"		die	
die Frau,	der	ich das			welche	wir sahen.
	welcher				etc.	etc.
	Buch	gab.				

251. Wer, *who(ever)*, was, *what(ever)*, inflected as §243, are used as indefinite or compound relatives without antecedent — though a demonstrative may follow. As: wer das sagt, (der) ist verrückt, *whoever says that is crazy*; was er hat, ist nicht viel, *what he has is not much*.

252. Was is also regularly used as a simple relative :

(a) After neuter pronominals, or neuter adjectives used as nouns (= *that*). As: alles, was ich habe, ist dein, *all that I have is thine*; das Beste, was ich habe, *the best that I have*; nach dem, was ich gehört habe, *after what I have heard*.

(b) When the antecedent is a sentence (= *which*). As: er hat keinen Brief erhalten, was ihn ängstlich macht, *he has received no letter, which makes him anxious*.

253. The clauses introduced by *der, welcher*, are known

as relative *adjective* clauses. Those introduced by *wer* — and, usually, by *was* — are *noun* clauses; and the latter are called *compound relatives*, as including the antecedent.

254. In lieu of the cases of *was* — and usually of *der*, *welcher*, referring to *things* — with prepositions, the same compounds are used as for the interrogatives (§246). As: *die Sache, worüber wir sprachen und weshalb Sie gekommen sind*, etc., *the business of which we spoke, and about which you have come*.

NOTE. — Corresponding to the relative use of *der*, the compounds with *da* (§237) may also have relative sense — as, *davon, of which*, etc., — the relative use, as usual, being shown by the word-order.

255. The relative pronoun may never be omitted in German; nor may a preposition end a relative clause, as so often in English. As: *the man we spoke of*, *der Mann, von dem wir sprachen*.

256. All relative clauses are in German punctuated with a comma. Hence the nature of the relative clause is not so clearly marked as in English.

Remarks on the Relatives.

257. The relatives *der* and *welcher* are, in general, quite equivalent, except that *welcher* has no genitive, and that *der* is more usual in simple style, and especially in poetry. Note however:

(a) *Welcher*, not *der*, may be used as adjective; as, *wir sprachen über England, in welchem Lande er gelebt hatte*, *in which country he had lived*.

(b) Der must be used if the antecedent is a personal pronoun. Then, in 1st or 2d person, or with Sie in address, the personal is usually repeated after the relative; otherwise the verb will be in 3d person. As: du, der (or die) du ihn nie gesehen hast; Sie, der Sie ihn nie gesehen haben; ich, die ich Euch sende; but: ich bin es, der Euch sendet, *it is I*, etc.

(c) Der, not welcher, may also stand as substantive relative (= *he who*). As: der mein bester Freund war, ist jetzt mein Feind, *he who was my best friend is now my enemy*.

258. As stated above, the relative sense is shown by the word-order. But, with emphasis, der often stands as demonstrative — that is, as if independent — where English uses a relative. As: er hatte einen Brief in der Tasche, den hat er mir gezeigt, *he had in his pocket a letter, which (it) he showed me*.

REMARK. — In consequence of fuller inflection the relative has freer construction in German than in English (as in last example). Hence care must be taken in English translation that no ambiguity shall arise in the reference of the relative.

Word-Order.

259. (a) As already seen, the relative requires transposed order.

(b) The relative always introduces its own clause, unless preceded by a preposition. Hence the relative genitive always precedes its governing noun. As: *a city in the streets of which*, in deren Straßen.

(c) In a direct question the order is as in English; as, wer hat das gesagt? was hat er gesagt? etc. But an indirect or dependent question has transposed order. As: ich möchte

wissen, wer das gesagt hat, *I should like to know who has said that*. This form must be distinguished from the relative clause.

Reading Exercise.

1. Mein Bruder hat den Mann sehr gut gekannt, der das Haus gebaut hat. 2. Der Herr, dessen Haus Sie so schön finden, ist ein reicher Kaufmann aus New York. 3. Der kleine Junge, dem ich das Geld gab, verkaufte Zeitungen auf der Strasse. 4. Der Brief, welchen ich gestern erhielt, war von meiner Mutter, die nun in Deutschland ist. 5. Die alte Dame, deren Mann so krank ist, hat eine Tochter, die in Berlin wohnt und deren Mann Pastor ist. 6. Die Schneiderin, der ich das Kleid gab, ist sehr beschäftigt und deshalb ist das Kleid noch nicht fertig. 7. Diese Aufgabe, welche wir schreiben sollen, ist nicht leicht. 8. Haben Sie das hübsche Kind gesehen, das gestern hier war? — Jawohl, wessen Kind ist es? — Es ist die einzige Tochter unseres Nachbarn, dessen Frau vor zwei Jahren starb. 9. Das Kind, dessen Vater wir schon lange kennen, spielt immer mit unsern Kindern. 10. Die Schüler, deren Aufgaben so schlecht geschrieben sind, müssen sie wieder abschreiben. 11. Ich kenne die Herren, mit denen Sie sprachen, sehr gut. 12. Wer für das Vaterland stirbt, stirbt für uns alle! 13. Kaufen Sie nur (*just*) alles, was Sie wollen, ich werde dafür bezahlen. 14. Der Junge war recht fleissig gewesen, was seinen Vater sehr freute. 15. Das Zimmer, worin Schiller starb, war sehr klein. 16. Ich habe mir die Sache überlegt, wovon wir gestern sprachen. 17. Was er über Deutschland sagte, in welchem Lande er niemals gewesen war, war Unsinn. 18. Er, der niemals früher gelogen hat, soll nun lügen! 19. „Den ich lieb habe, den züchtige ich,“ spricht der Herr. 20. Mein Onkel wollte wissen, wer den Stock zerbrochen hätte.

Written Exercise.

1. Do you know the boy who is playing in our garden? Yes, that is the boy whose mother died two years ago.
2. The tailor to whom I sent my coat is very busy. 3. The coat which you are wearing is good enough. 4. Do you know a good dressmaker who is not too busy? Yes, my aunt, whose dresses are always well made, has a Miss Meyer who lives in Market Street. 5. Miss Meyer, to whom I went, has no time to do the work that I want. 6. The red roof which you see is the roof of our hotel. 7. That house, the roof of which you can see between the trees, is the house where he lives. 8. The farmers who live in this valley are rich, for the land is very fertile. 9. This school is for boys whose fathers were soldiers. 10. Did you read the letters [which] he wrote? 11. The poor people to whom he sent money and clothes were very thankful. 12. This is the chair on which he sat, and this is the bed in which he slept! 13. Whoever comes is welcome. 14. What he says is always true. 15. Much that he said I had heard before (früher). 16. This house is well built, which is very important. 17. The people we are talking about are men and women in a book we are reading. 18. You, who have been in Germany, cannot understand German! 19. I should like to know who has been in my room! 20. I don't know what you do with your money!

LESSON XXX.

IMPERSONAL VERBS.

260. Like the reflexive, the impersonal verb-form is used more widely in German than in English and gives

rise to various idiomatic senses. The impersonal subject is *es*, which in true impersonals is always expressed.

(a) In expressions of weather or time; as, *es regnet*, *it is raining*; *morgen wird es kalt sein*; *es ist acht Uhr*, *it is 8 o'clock*.

(b) Expressing merely *abstract* action; as, *es klopft*, *there is a knock*; *es klingelte*, *some one rang* (it rang); *es regte sich im Walde*, *something moved in the forest*.

(c) In many idiomatic phrases, the person or thing referred to appearing as object. As (dative): *es geht mir gut*, *it goes well with me*; *mir tut es leid*, *I am sorry*; *es fehlt mir an Geld*, *I lack money*; (accus.) *einmal gab es zwei Brüder*, *once there were two brothers*; *es gilt meinem Kopf*, *my head is at stake*; or reflexive; as, *es lohnt sich der Mühe*, *it is worth the trouble* — and various similar phrases, requiring various translation.

261. Certain states of personal feeling are expressed impersonally, with the person as object. In such case *es* usually disappears unless introductory. As: *es friert mich*, or *mich friert*, *I am cold*; *mir ist bange*, *I am afraid*; *wie mir wohl ist*, *how well I feel*, etc.

NOTE. — The importance of the impersonal, as of the reflexive form, lies in its wider idiomatic use than in English. Some verbs are used wholly, or chiefly as impersonals; such are: *dünken* (*mich dünkt*, *me thinks*); *geschehen*, *to happen*; *gelingen*, *to succeed* (*es gelang mir*, *I succeeded*); *gelingen*, *to turn out well*, and others.

Other Uses of *es*.

262. *Es* corresponds in general to English *it*, but with some idiomatic uses — as, in part, seen already.

1. As §207, Note 2, *c*, *es*, as pronoun, may call for *he*, or

she, or they. But when referring to persons, outside of the same sentence, the sex-pronoun is usually substituted; as, wo ist das Mädchen? sie ist in dem Garten.

2. For *es* as grammatical subject of *sein*, the verb agreeing with the logical subject, see §236. As: *es* sind unsere Freunde — unsere Freunde sind *es* — die das thaten, *it is our friends who did that.*

3. *Es* stands for the introductory *there*, to bring the verb before the true (or logical) subject, with which it agrees. In this case *es* disappears unless introductory. As: *es* lebten einst zwei Brüder (zwei Brüder lebten einst), *there once lived two brothers.*

* NOTE. — In this use, *es* is often untranslated, serving only the purpose of bringing the verb forward. As: *es* sagte mir keiner, daß Sie hier waren (for keiner sagte mir, etc.), *no one told me, that you were here*; *es* reden die Leute zu viel, *people talk too much.*

4. *Es* — then often called *expletive* — repeats or anticipates a predicate or an implied sentence — English *so*, or often not translated. As: er war reich; jetzt ist er *es* nicht mehr, *now he is not (so)*; wo warst du? keiner sagte mir *es*, *no one told me*; warum verschmähte sie *es*, das Geld anzunehmen, *why did she disdain to take the money?*

5. *Es* is used in some phrases as in English *lord it over*, etc. As: die Meinung hält's mit dem Unglücklichen, *opinion sides with the unfortunate.*

For *es* in reflexive phrases, see §241, *b*; in passive, see §274.

NOTE 1. — The phrases *it is I, it was you*, etc. are expressed personally: ich bin *es*; Sie waren *es*.

2. The phrases *there is, there are* are expressed by *es* ist, *es* sind (§236), or by the impersonal, *es* gibt, with accusative object — the lat-

ter in more general or abstract sense, the former more definite and limited. As: es gibt keine Schlangen in Irland, *there are no snakes in Ireland*; es waren zwei Schlangen unter dem Hause, *there were two snakes under the house* (i. e. zwei Schlangen waren; but with gibt, es is always expressed).

Reading Exercise.

Ein Besuch.

„Es klingelt, das Mädchen ist aus, geh' hin und mach' die Haustür auf, Anna!“ — „Es ist Herr Schwarz, Mutter.“ — „Wie geht es Ihnen, Herr Schwarz? es freut mich Sie zu sehen, aber es tut mir leid, dass mein Mann nicht zu Hause ist, er wollte Sie so gerne sprechen.“ — „Wie geht es Ihnen, gnädige Frau“ (*usual form of polite address in Germany*)? — „Uns geht es allen gut, seit Sie zuletzt hier waren; aber Sie sind gewiss sehr nass geworden, es regnet ja stark!“ — „Nun, ich fuhr mit der Strassenbahn und hatte einen Regenschirm.“ — „Das Wetter ist ja schrecklich! Gestern hagelte es, heute regnet es, jetzt donnert es sogar, und morgen wird es wohl schneien.“ — „Ich sehe, Ihr Nachbar hat sein Haus noch nicht fertig.“ — „Nein, man sagt, es fehle ihm an Geld, es fertig zu bauen.“ — „Nun“, daran fehlt es uns allen!“ — „Friert es Sie, Herr Schwarz? Dieses Zimmer ist kalt, wir haben noch kein Feuer im Hause.“ — „Ach nein, es friert mich nicht, das Wetter ist gar nicht so kalt draussen.“ — „Es geling mir neulich, Ihren Herrn Vater zu treffen, er ist sonst schwer zu finden.“ — „Ja, mein Vater ist wenig zu Hause, meiner Mutter ist immer bange; er arbeitet zu viel im Geschäft, ihm ist zuweilen auch nicht wohl. Hoffentlich wird es meiner Mutter glücken, ihn zu überreden, mit ihr nach Deutschland zu gehen. Es würde sich für ihn wirklich lohnen, wenn es ihr gelingt, ihn drei oder vier Monate vom

Geschäft wegzubekommen.“ — „Wie geht es Ihrem reichen Onkel, Herrn Bolz?“ — „Mein Onkel war einmal reich, jetzt ist er es nicht mehr. Haben Sie gehört, dass er sich verheiraten will?“ — „Nein, es hat mir keiner das gesagt.“ — „Es ist schon sechs Uhr, gnädige Frau, empfehlen Sie mich Ihrem Herrn Gemahl.“ — „Gerne, Herr Schwarz; kommen Sie recht bald wieder und grüssen Sie alle zu Hause von uns.“

Written Exercise.

1. There is a knock; it is already ten o'clock. Who can that be? Perhaps it is father. 2. Who knocks? It is I, your father, open the door. 3. Well, children, how are you all? are you not cold in this room? No, we are not cold; is it cold outside? Yes, it is snowing. 4. Did you succeed in finding (say: to find) Mr. Schwarz at home? No, he had gone out. 5. I am sorry that you went out in such weather for nothing (umsonst). 6. It certainly was not worth the trouble. 7. Perhaps I shall succeed in finding him at home to-morrow. 8. I hear that Mr. Brown lacks money; has he begged you to lend him some? Yes, but I could not do it, I lack money myself. 9. There are few men in this town who would lend him money. 10. He was once much respected, he is no longer so. 11. Have you heard that Mrs. Smith is dead? She was in that terrible railroad-accident which happened near New York. 12. Is Miss Brown at home? No, she *has* gone out, she was sorry that she could not wait for you. 13. It was she who persuaded Mr. Schwarz to go to Germany. 14. Remember me kindly to your father! 15. Some ladies have come and wish to see you. 16. There lived once a king and a queen who had a daughter, who was more beautiful than (the) most princesses.

LESSON XXXI.

THE INDEFINITES.

A number of words of various meaning and use are commonly classed as *indefinites* — some of which are substantive (pronouns) — others adjective or substantive (pronominals). Only a few call for special notice.

263. Indefinite Pronouns.

(a) *einer*, -e, -es, *one, anyone*; and *keiner*, -e, -es, *no one, none*, correspond to the adjective forms *ein*, *kein*, (§74, b). *Einige*, *some*, is usually plural (= *a few*).

(b) *jedermann*, compound, *everybody*, has genitive -s.

(c) *jemand*, *somebody, anybody*; *niemand*, *nobody* (also compounds of *Mann*) have genitive -s; sometimes also dative -em or -en; accusative, -en.

(d) *man* (also from *Mann*) is the indefinite personal subject, and is variously translated, *one, people, they, we, you*; also often by the passive: as, *man sagt*, *it is said*; *man führte ihn*, *he was led*. It is always nominative singular — its dat. and acc. from *einer*; possess. *sein*; reflexive, *sich*; as, *was man gibt, bringt einem Glück*, *what one gives brings one luck*; *man sollte sich nicht loben*, *one should not praise one's self*; *man sollte seine Eltern ehren*, *one should honor one's parents*.

NOTE. — As *man* has no full equivalent in English, its various uses and its proper translation should receive special attention. The lack of such a word is a recognized defect in English.

(e) *etwas*, *something, anything*; *nichts*, *nothing*, are indeclinable. They often stand before a neuter adjective,

as noun; as, etwas Gutes, *something good*; and etwas also with a noun = *some*; as, etwas Geld.

Was is often used, familiarly, for etwas.

NOTE. — The English *not* — *a*, *not* — *any*, *not* — *anything*, is usually expressed by the negative pronominal *kein* or *nichts*; as: *he said not a word*, er sprach kein Wort; *I don't need anything*, ich brauche nichts, etc.

264. Indefinite Pronominals.

The only forms requiring special note are (in alphabetical order):

1. *all*, *-er*, *-e*, *-es*, *all*, *every*. As: *alles Anfang ist schwer*, *all beginning*; *aller guten Dinge sind drei*, *luck in odd numbers*; *alle Tage*, *every day*; *alle drei Tage*, *every three days*, etc. Before a determinative, often uninflected; as, *all das Geld*; *all diese Männer* (or *diese Männer alle*). In some phrases *alle* is used for *all*: *bei alle dem*, *with all that*; *der Wein ist alle*, *the wine is out*.

NOTE. — English *all* = *entire*, *the whole*, is *ganß*. See §147, 3.

2. *ander*, *-er*, *-e*, *-es*, *other*; sometimes = *second*, or *next*; as, *den andern Tag*, *the next day*. Contrasted: *der eine* — *der andere*, *the one* — *the other*; *die einen* — *die anderen*, *some* — *others*; *etwas Anderes*, *something else*. *Einander*, *one another* (compound), is indeclinable.

NOTE. — Other, meaning *additional* is *noch ein*; as, *noch eine Tasse Tee*, *another cup of tea*.

3. *beide*, *both* (*the*), *the two*, follows determinative; as, *die beiden Männer*; *meine beiden Brüder*, *my two brothers* (when only two); *alle beiden*, *both together*.

Either, *neither* (of two) is *einer* — *keiner* — *von beiden*.

4. *jeder*, *-e*, *-es*, *each*, *every*, may be used as pronoun, with indefinite article: *ein jeder*, *every one*.

5. *mancher*, -e, -es, *many* (*a*), may stand, like *solcher* (§234), uninflected, before the indefinite article or an adjective; as, *manch* ein Mann (or *mancher* Mann): *manch* guter Mann (or *mancher* gute Mann).

6. *viel*, *much*; pl. *many*; *wenig*, *little*; pl. *few*, *a few*, are usually uninflected in the singular, unless definitely preceded, but are inflected in the plural; as, *viel* Geld; *mit wenig* Geld; but *sein vieles* Geld; *vielen* Freunde; *meine vielen* Freunde.

Vieles, *weniges*, occur as neuter pronouns.

Ein wenig, *a little*, is uninflected.

NOTE 1.—The singular *viel* is sometimes inflected, meaning *many kinds*, *various*; as, *vieler* Wein, *many kinds of wine*; *er lernt vieles*, *nicht viel*, *many things*, *not much*.

2. For the uninflected comparatives *mehr*, *weniger*, see §188, c.

7. *welcher*, -e, -es is used, somewhat familiarly, as in definite, *some*, *any*; *haben* Sie Geld? *Ja*, *ich* *habe* *welches*.

NOTE.—Among indefinites may be included such indeclinable phrases as: *ein wenig*, *a little*; *ein paar*, *a few* (*ein Paar* = *a pair*); *ein bißchen*, *a bit*; the indeclinable *lauter*, *nothing but*, and *irgend* (*—soever*); as, *mit ein paar Worten*, *with a few words*; *da waren lauter* *Weiber*, *nothing but women*; *irgend einer*, *anyone at all* (*soever*), etc.

265. An indefinite neuter singular is sometimes used alone in an abstract or general sense; also to designate collective persons, including both sexes. As: *alles* *ist* *verloren*, *all is lost*; *er hat manches* *gesagt*; *beides* *kann* *wahr* *sein*, *both (either) may be true*; or: *alles* *war* *da*, *everybody was there*; and sometimes to express depreciation or contempt.

266. After some pronominals, a plural adjective, nomi-

native or accusative, may often take the strong form; so usually after einige, etliche, mehrere, viele, wenige; less usually after alle, feine, manche, welche; but usage still varies; as, alle gute(n) Menschen; viele alte(n) Männer — the pronominal being treated as determinative, or as a pure adjective (§147, 8).

Reading Exercise.

1. Ist jemand da? Ich sehe niemand(en)! 2. Ich sehe aber jemand's Hut da hängen. 3. Es ist keiner gekommen. 4. Man sollte die Tür zuschliessen, sonst kann jedermann hereinkommen und man hört es nicht. 5. Man kann aber die Tür nicht immer schliessen, es kann ja dann niemand herein. 6. Es kann aber das Haus nicht immer für jeden offen stehen. 7. Manche Leute hier auf dem Lande lassen ihr Haus immer offen. 8. Ja, solche Leute, die nichts im Hause zu stehlen haben! 9. Es ist ja nicht jeder ein Dieb! 10. Die paar Dollar, die Sie haben, stiehlt keiner. — 11. Kennen Sie das alte Lied „Es waren zwei Königskinder, die hatten einander so lieb“? 12. Trinken Sie noch eine Tasse Tee; aller guten Dinge sind drei! 13. Der alte Bettler kommt alle drei Tage und erzählt immer, sein Geld sei (wäre) alle. 14. Geben Sie ihm dann welches? Nein, ich gebe ihm aber, etwas zu essen. 15. Meine beiden Freunde reisen nach Amerika, keiner von beiden hatte viel Geld. 16. Im Zwischendeck waren lauter Deutsche, und es waren viele alte(n) Leute darunter. 17. Mein Geld ist alle; wo kann ich welches bekommen? Geh' hin und verdien etwas! 18. Es hatte keiner Geld, bei alle dem waren sie sehr lustig. 19. Man soll den Tag nicht vor dem Abend loben. 20. Man sagt vieles, was einem nachher leid tut.

Written Exercise.

1. Somebody's book is lying here, does it belong to one of (von) you? It belongs to none of us. 2. Everybody has a book. 3. One should be grateful for what one has! 4. Can you see anything? No, I see nothing. 5. They looked at one another, but said nothing. 6. Every day (*acc.*) somebody comes to see the poor old man. 7. My two sisters are at school, neither of them will be home before three o'clock. 8. He lost his many friends when he lost his money. 9. Have you new potatoes to-day? Yes, I have some. 10. A few of (von) these are bad, but the most are very good. 11. There were many poor children there. 12. One does not know much about-it. 13. There must be some good in (an) him, but nobody has a good word for him. 14. His money is gone and nobody wants to lend him any. 15. Every one that was there spoke a few words. 16. There were only (*lauter*) Americans on board in the first cabin, but in the steerage were German farmers with their wives and children. 17. I met Charles and Max, but neither of them had seen Henry. 18. The good that one does brings one luck.

LESSON XXXII.

THE PASSIVE.

267. The passive is formed by combining the auxiliary verb *werden* with a perfect participle — *worden* being used instead of *geworden* in the compound (perfect) tenses.

With this exception the passive conjugation is identical with that of *werden* *plus* the perfect participle — whose position is determined by the usual rules of order in compound verb-forms (§115).

NOTE. — Thus, in fact, all passive forms are compound; but for convenience, those formed with the simple parts of *werden* may be referred to as the *simple forms of the passive*.

268. The passive paradigm (as below) may thus be easily constructed. But as some of the forms are apparently complex, the following fundamental forms may be remembered, from which, as in other verbs, the compound parts may be readily formed — as if from a *compound intransitive verb* (*to be-praised*):

PERFECT PARTICIPLE.

gelobt worden

whence, as usual, by auxiliary *sein*:

Perfect: *ich bin gelobt worden*

Pluperf.: *ich war gelobt worden*

INFINITIVES.

Present: *gelobt werden*

Perfect: *gelobt worden sein*

— whence, as usual, by auxiliary *werden*:

Future and Cond.: *ich werde — würde — gelobt werden.*

Fut. and Cond. Perf.: *ich werde — würde — gelobt worden sein.*

There will then be no difficulty in remembering or constructing the other parts.

For convenience, however, an abridged passive paradigm is added as follows:

NOTE. — For varying forms of translation, see later.

269. Conjugation of the Passive Verb.

gelobt werden, *to be praised.**Indicative.**Subjunctive.*

PRESENT.

*I am praised,*¹ etc. (*see §174, note.*)

ich	werde	gelobt	ich	werde	gelobt
du	wirßt	gelobt	du	werdest	gelobt
er	wird	gelobt	er	werde	gelobt
wir	werden	gelobt	wir	werden	gelobt
ihr	werdet	gelobt	ihr	werdet	gelobt
sie	werden	gelobt	sie	werden	gelobt ²

PAST.

I was praised, etc.

ich	wurde	(ward)	gelobt	ich	würde	gelobt
du	murdest	(wardst)	gelobt	du	würdest	gelobt
er	wurde	(ward)	gelobt	er	würde	gelobt
wir	wurden		gelobt, etc.			etc.

PERFECT.

I have been praised, etc.

ich	bin	gelobt	worden	ich	sei	gelobt	worden
du	bist	gelobt	worden	du	seiest	gelobt	worden
er	ist	gelobt	worden	er	sei	gelobt	worden
		etc.				etc.	

PLUPERFECT.

I had been praised, etc.

ich	war	gelobt	worden	ich	wäre	gelobt	worden
du	warst	gelobt	worden	du	wärest	gelobt	worden
er	war	gelobt	worden	er	wäre	gelobt	worden
		etc.				etc.	

¹ For other forms of translation, see §270.² The forms of address with *Sie* are to be supplied, as usual.

FUTURE.

I shall be praised, etc.

ich werde gelobt werden	ich werde gelobt werden
du wirst gelobt werden	du werdest gelobt werden
er wird gelobt werden	er werde gelobt werden
etc.	etc.

FUTURE PERFECT.

I shall have been praised, etc.

ich werde gelobt worden sein	ich werde gelobt worden sein
du wirst gelobt worden sein	du werdest gelobt worden sein
etc.	etc.

CONDITIONAL

I should be praised, etc.

ich würde gelobt werden
du würdest gelobt werden
er würde gelobt werden
etc.

CONDITIONAL PERFECT.

I should have been praised, etc.

ich würde gelobt worden sein
du würdest gelobt worden sein
er würde gelobt worden sein
etc.

IMPERATIVE.

sing. werde gelobt*plur.* werdet gelobt¹

INFINITIVES.

Present.

gelobt (zu) werden

Or, *inverted*:

heute bin ich gelobt worden
 morgen werde ich gelobt werden
to-morrow I shall be praised

Perfect.

gelobt worden (zu) sein

Or, *transposed*:

wenn ich heute gelobt werde
 wenn ich gestern gelobt wor-
 den wäre, *if I had yester-
 day been praised, etc.*

Remarks on the Passive.

270. The passive form is more specific in German than

¹ The forms of address with *Sie* are to be supplied, as usual, throughout.

in English. In English the same auxiliary *be* is used to express passive action — as, *he is loved* — and the result of completed action — as, *the house is built*; while the passive action is also expressed by other forms (called *progressive*); as, *the house is building* — *is being built*. Such possible ambiguity cannot occur in German.

(a) The *passive action* is expressed by *werden*. As: *das Haus wurde in einem Monat gebaut, the house was built in a month*; *die Zeitung wird alle Tage gedruckt, the paper is printed every day*; *die Thür wurde um acht Uhr geschlossen, the door was closed (the closing took place) at 8 o'clock*.

NOTE. — The force of *werden* is here precisely the same as elsewhere — denoting *process* or *progress* to a result; as, *der Mann wird alt, das Haus wird gebaut*.

(b) *Sein*, with the perfect participle, expresses *condition*, or result of action; as, *das Haus ist aus Holz gebaut, the house is built of wood*; *die Zeitung ist gedruckt, is printed (the printing is done)*; *die Thür war geschlossen, was closed (had been closed earlier)*.

(c) Hence the so-called *progressive* forms in English are expressed simply by *werden*; as, *die Zeitung wird gedruckt, is printing, or is being printed*.

NOTE. — The possible ambiguity in English may generally be relieved by turning the verb into the active form. *If the tense remains the same, use werden (as in foregoing examples)*.

271. The agent of a passive action is expressed by *von* with the dative; as, *der Brief wurde von meinem Sohn geschrieben, the letter was written by my son*.

272. When the agent is not expressed, German often prefers other forms where English uses the passive:

(a) Especially the indefinite man, with active verb; as, §263, *d*.

(b) Or a reflexive form (§241, *a*) — usually with non-personal subject, where no ambiguity is possible; as, *das versteht sich*, *that is understood*; or with *lassen*; as, *das läßt sich leicht erklären*, *that can easily be explained*; or impersonally, *es fragt sich*, *it is asked* (is a question).

273. In general the passive is much less widely used than in English. Only a direct (accusative) object can become subject of a passive verb. An indirect object is retained with the passive and the verb becomes impersonal (as §274, *b*). Hence forms like *I am paid a salary* are impossible in German. See also §339, *b*.

274. Other than transitive (accusative) verbs may, however, form a passive impersonally :

(a) To express simple *action*, indefinitely ; as, *es wird getanzt*, *there is dancing*; *dann wird getanzt werden*, *then there will be dancing*.

(b) Or, with indirect object expressed ; as, *es wurde mir geraten* — *mir ist geraten worden*, *I was — have been — advised*. Observe that *es* is here omitted, unless introductory.

NOTE. — The English passive is often expressed in German by the emphatic position of the object. As: *dem König gefiel diese Rede*, *the king was pleased with this speech*. In general the preference for the passive in English and its relatively rare use in German (unless the agent is expressed) should be noted.

275. An infinitive with *zu*, depending on *sein*, *to be*, often has passive sense ; as, *das ist sehr zu wünschen*, *that is much to be wished*; *der Brief ist noch zu schreiben*, *is yet to be written*. (Compare *a house to let*, etc.).

276. Out of this use of the infinitive, by adding -ð after the analogy of the present participle, has arisen an attributive form, known as

THE FUTURE PASSIVE PARTICIPLE (or Gerundive).

As: die Tat ist zu loben, *the act is to be praised*. Hence, eine zu lobende Tat, *a praiseworthy act*; dieses Unglück ist nicht zu ertragen (not to be borne); hence, ein nicht zu ertragendes Unglück, *an intolerable misfortune*.

Note on Word-Order.

277. The following exceptions to the usual rules of verb-position in transposed order occur in the passive:

(a) When two verbals stand together, a transposed auxiliary usually precedes both (as §200); as, wenn ich wäre gelobt worden (yet also: wenn ich gelobt worden wäre), *if I had been praised*.

(b) Especially the forms of werden as *future* and as *passive* should not stand together. As: wenn die Briefe werden (*fut.*) geschrieben werden (*pass.*), *when the letters shall be written*.

Reading Exercise.

1. Der Hund wird von seinem Herrn geschlagen. 2. Der Mann wurde von allen gelobt, weil er so ehrlich gehandelt hatte. 3. Dieses Haus wird alt, es ist schon vor hundert Jahren gebaut worden. 4. Der Brief war schon abgeschickt worden, als ich ankam. 5. Das Pferd wird verkauft werden, weil es zu alt für solch schwere Arbeit ist. 6. Ehe Sie dahinkommen, wird die Arbeit gemacht worden sein. 7. Das

Kind würde bestraft werden, wenn es mein Kind wäre. 8. Das Tor wird morgens um sieben Uhr geöffnet und abends um sechs geschlossen. 9. Das Tor war geschlossen, als wir hinkamen. 10. Das Tor wurde gerade geschlossen, als wir hinkamen. 11. Das alte Haus war aus Holz gebaut, aber das neue wurde aus Stein gebaut, weil das Holz so teuer geworden war. 12. Man baut viele Häuser in unserer Nachbarschaft. 13. Das läßt sich machen, wenn Sie es so wünschen. 14. Hier wird nicht geraucht! 15. Ihm wurde geraten, das Pferd nicht zu kaufen. 16. Mir gefiel es nicht, daß der Sohn so von seinem Vater sprach. 17. Die Arbeit ist noch zu machen. 18. Das ist ein nicht zu überwältigendes Hindernis. 19. Wenn die Bücher wirklich zur rechten Zeit werden abgeschickt werden, so werde ich sie früh genug erhalten. 20. Er hätte nicht so gesprochen, wenn er selbst so wäre behandelt worden.

Written Exercise.

1. The exercise is being written. 2. That new book was read by many, but understood by few. 3. The work has been well done. 4. The boy had been scolded by his father. 5. Our house will be sold if we move to New York. 6. The book will have been printed by that time (bis dahin). 7. The house would have been sold if it had not been so old. 8. The gates would be opened earlier if the people wished to come so early. 9. The house is now built and people are living in it. 10. The new house is being built and they are still living in the old one. 11. The house was being built when we were there. 12. The house was already built when we were there. 13. The old emperor was seen every day at the window. 14. Why is the exercise so badly written? That is (läßt) easily explained, I wrote it in five minutes.

15. There is too much talking in the room. 16. She has been advised by the doctor to go to the sea-side (an die See). 17. He was much pleased with my little speech. 18. It is to be hoped that he will become more diligent. 19. You are doing a praiseworthy act. 20. If he had been punished more when he was a boy, he would have become a better man.

LESSON XXXIII.

USE OF haben AND sein AS AUXILIARIES.

278. The great majority of verbs take haben as auxiliary:

(a) All transitives, including reflexives; the modal verbs, and most impersonals.

(b) Most intransitives, which express simple *action*; as, schlafen, *to sleep*; tanzen, *to dance*; reden, *to speak*, etc. Here note: liegen, *to lie*; sitzen, *to sit*; stehen, *to stand*.

279. Sein is used as auxiliary with intransitives expressing:

(a) Simple *being* or condition:

sein, *to be* bleiben, *to remain*

(b) Change of condition; as,

altern, <i>to grow old</i>	sterben, <i>to die</i>
frieren, <i>to freeze</i>	wachsen, <i>to grow</i>
schmelzen, <i>to melt</i>	werden, <i>to become</i>

— and some others of like meaning.

(c) *Motion* or modes of motion; such as,

*eilen, <i>to hasten</i>	fallen, <i>to fall</i>
*fahren, <i>to go</i> (in a carriage)	*fliegen, <i>to fly</i>

fliehen, <i>to flee</i>	*reiten, <i>to ride</i>
fließen, <i>to flow</i>	*segeln, <i>to sail</i>
gehen, <i>to go, walk</i>	sinken, <i>to sink</i>
kommen, <i>to come</i>	*springen, <i>to spring</i>
landen, <i>to land</i>	steigen, <i>to mount</i>
*laufen, <i>to run</i>	*wandern, <i>to wander</i>
*reisen, <i>to travel</i>	ziehen, <i>to move, pass</i>

— and others of like meaning.

For the verbs marked * see below, §280.

(d) The following, which take a dative object:

begegnen, <i>to meet</i>	folgen, <i>to follow</i>
weichen, <i>to yield (to)</i>	

(e) And a few — usually impersonal:

gedeihen, <i>to thrive</i>	gelingen, glücken, geraten, <i>to succeed</i>
geschehen, <i>to happen</i>	mißlingen, mißglücken, mißraten, <i>to fail</i>

280. Some verbs of motion take *sein* when *direction, extent* or *limit*, is expressed, but *haben* when expressing motion as *action* merely. As: er ist nach Berlin gereist; but, er hat viel gereist, *he has traveled much*; but, er ist heute weit geritten, *he has ridden far to-day*, etc.

Such verbs, besides those marked * in §279, *c*, include some others, expressing modes of motion; such as: klettern, *to climb*; kriechen, *to creep*; rinnen, *to flow*; schwimmen, *to swim* — and others.

NOTE. — Compound verbs do not always take the same auxiliary as their primitives — the sense determining in every case. As: stehen (*haben*), but entstehen, *to arise* (*sein*); schlafen (*haben*), but einschlafen, *to go to sleep* (*sein*); gehen (*sein*), but begehen, *to commit* (*haben*).

281. A few verbs are used with either auxiliary, but in different senses; as, ziehen (*trans. or intrans.*), etc.

The use of *sein* is always indicated in dictionaries.

NOTE.—Observe that *sein* as auxiliary is — especially in modern English — usually translated *have*. Hence its use requires special attention. As a “rule of thumb” it might be permitted to add: *when ever in doubt, use sein*.

Omission of Auxiliaries.

282. (a) At the end of a transposed clause, a finite form of the auxiliary, *haben* or *sein*, is frequently — even usually — omitted when the sense is clear. As: *der Herr, mit dem wir eben gesprochen (haben), ist schon fort, with whom we have just spoken*; *ein Herr, dem ich gestern begegnet (war), whom I had met yesterday*, etc.

(b) In like successive sentences an auxiliary, if identical, may stand for more than one verb; but if different, the auxiliary should be repeated. As: *er hat mich verachtet und beleidigt, he has despised and insulted me*; but: *er war mir begegnet aber hatte mich nicht angesehen, he had met me and (had) not looked at me* (the auxiliary in English, being the same, need not be repeated).

VERB-FORMS: SUMMARY.

As all the verb-forms have now been given, a few notes may be added to recapitulate some analogies and differences between German and English. Only such simple points will be noted as may probably be helpful to the student.

283. It is quite obvious that the several classes of verbs, *weak*, *strong* and “*mixed*,” have their close analogies in the corresponding classes in English.

(a) In general the chief differences are: the retention

in German of the infinitive ending -en; of the augment ge-; and of the perfect participle ending, which is often lost in English, in both strong and weak verbs.

(b) In the modal verbs the German forms are much fuller than in English — hence greater flexibility in use.

(c) German retains a full and expressive subjunctive, which English has nearly lost.

(d) In general there is more verb-inflection in German; but the close kinship between the two languages is apparent throughout the verb-forms.

(e) German has in verbs (as also in nouns) greater freedom than English in forming compounds.

NOTE. — It is to be noted that the English verbal in -ing is adjective or noun — representing sometimes the present participle (-end) and sometimes the infinitive (en).

284. The simple and the compound verb-forms are the same in both languages, and the mode of auxiliary formation is essentially the same. Except that :

(a) German has no special forms corresponding to the English *progressive*, active or passive; or to the auxiliary uses of *do* — all of which are expressed by simple verb-forms.

(b) English has no auxiliary corresponding to *werden*. Hence German is more specific in *future* and *conditional*, and in the *passive*.

(c) German uses *sein* as perfect auxiliary more largely than English *be*.

285. In general, German is superior in *modal*, English

in *tense* expression — the latter mainly by larger use of auxiliary forms.

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Reading Exercise.

1. Wie lange ist Ihr Freund gestern Abend noch bei Ihnen geblieben? Er ist so spät geblieben und war so langweilig, daß wir alle sehr müde wurden. 2. Der Junge ist sehr gewachsen, seitdem ich ihn zuletzt gesehen habe. 3. Göthe und Schiller sind beide in Weimar gestorben. 4. Der kleine Junge ist so schnell nach Hause gelaufen, daß er zweimal gefallen ist. 5. Ist Herr Meyer zu Hause? Nein, er ist nach der Stadt gefahren. 6. Der Vogel ist weggeflogen, der Hund hatte ihn gesehen und angebellt. 7. Wir sind nach der Insel gefegelt, sind da gelandet und dann noch zwei Meilen zu Fuß gegangen. 8. Wir haben diesen Sommer viel gegest. 9. Der Hund ist ins Wasser gesprungen und hat geschwommen. 10. Der Herr, der eben in den Wagen gestiegen, ist unser Lehrer. 11. Max ist nicht gekommen, aber ich bin ihm nachher begegnet. 12. Was ist geschehen? Der Knabe ist gefallen und hat sich den Arm gebrochen. 13. Bei diesen Worten ist mein Vater aufgestanden, hat sich aber schnell wieder hingesetzt und nichts gesagt. 14. Unsere alten Freunde sind nach Berlin gezogen, wir vermissen sie sehr. 15. Der Hund ist mir immer gefolgt, aber schließlich ist es mir gelungen, ihn wegzujagen. 16. Herr Neumann hat viel gereist, ist aber nicht klüger als seine Nachbarn, die ihr ganzes Leben im Lande geblieben sind. 17. Die jungen Leute haben fast die ganze Nacht getanzt und sind erst früh morgens nach Hause gekommen. 18. Mein Vater ist seit seiner letzten Krankheit sehr gealtert.

Written Exercise.

1. Have you slept well? Yes, I was so tired that I fell asleep at once. 2. How the child has grown! He has become a big boy. 3. Where is your father? He has gone to the church. 4. The poor child has fallen and hurt itself. 5. The enemy has fled and the land is free; but how many of our brave soldiers have died for the fatherland! 6. We have often stood here and waited for him, but he has never come. 7. I had met him and told him that I could not come. 8. The snow has melted; soon it will be spring! 9. The farmer has ridden to the nearest village to sell some horses. 10. He had ridden nearly the whole day, but had met only a few old women. 11. Her friends had gone home and she was now alone in the house. 12. What has happened? They have succeeded in finding the thief. 13. Did you go into town with him? No, I had to stay at home. 14. A farmer whom I had met had shown me the way, and therefore I easily found the house. 15. He had gone home and taken the book with him. 16. That man has committed a crime. 17. The dog has swum over the river. 18. The ship has sunk, but the passengers had landed. 19. Our cat has crept under the house, but the dog will soon chase her out. 20. Mrs. Smith has moved with her family to Boston.

LESSON XXXIV.

ADVERBS.

286. Adverbs, as in English, are of *time*, *place*, *manner*, etc., and adverbs of emphasis, or *modal* adverbs. Adverbs are of various forms.

- (a) Often simple adjectives, used adverbially (as

§146), and sometimes derivative; as *bitterlich*, *bitterly*. But there is no common adverb suffix, like English *-ly*.

(b) Often simple words; as, *balb*, *soon*; *oft*, *often*; or compounds, as, *überall*, *everywhere*; *davon*, *away*; *heraus*, *out*, etc.; or phrases; as, *von oben*, *from above*, etc. Some are related to pronoun stems, as (demonstrative) *da*, *there*; (interrog.) *wo*, *where*, etc.

NOTE. — Some compounds of *her*, *hither*; *hin*, *hence*, are separable; as, *woher kommt er*, or *wo kommt er her*; *wohin geht er*, or *wo geht er hin*.

(c) Adverbs are sometimes case-forms — especially genitives. As: *anfangs*, *in the beginning*; *abends*, *of evenings*; *teils*, *in part*; *anders*, *otherwise*; *spätestens*, *at latest*, etc. Or phrases: as, *keineswegs*, *by no means*; *größtenteils*, *mostly* — and others more or less disguised.

(a) An earlier adverb ending sometimes appears as *-e*; as, *lange*, *long* (time); *gerne*, *gladly*, etc.

287. As stated, §52, *d*, compound adverbs usually accent the last component. Note however:

(a) The accent falls on the first component if this is *determinative*, or inflected. As:

<i>da'mals</i> , <i>then</i>	<i>dem'nach</i> , <i>accordingly</i>
<i>o'berhalb</i> , <i>above</i>	<i>mei'nerseits</i> , <i>on my part</i>

(b) Accent sometimes varies with emphasis or meaning; as, *darum'*, or (emphatic) *da'rum*; *ein'mal*, *one time* (numeral); *einmal'*, *once on a time* (indefinite).

Comparison of Adverbs.

288. Adjective-adverbs (§146) are compared like adjectives. In the superlative two forms are used, with a difference:

(a) The true (or relative) superlative is expressed by *am -en* (dat. §191); as, *er schreibt am schnellsten* (*von allen*), *the most rapidly* (of all).

(b) The absolute superlative by *aufß -e* (acc. neut. *up to the*) — usually expressed without English article: *er schrieb auß schnellste*, *most rapidly* (very rapidly); *er antwortete auß höflichste*, *most politely*.

(c) In a few words the uninflected *-ft* is used as absolute superlative.

As: *äußerft*, *extremely* *gütigft*, *most kindly*
 höchft, *most highly, very* *gefälligft*, *most obligingly*
 möglichft, *utmost possible* — and some others.

As: *äußerft schön*, *extremely beautiful*; *möglichft schnell*, *as quickly as possible*; *tun Sie es gefälligft*, *do it, if you please*.

NOTE. — The adverb *oft*, *often*, also compares: *öfter*, *am öftesten*. The form *öfters* has absolute sense = *rather often* (as §193).

(d) The following are irregular (attributed) forms, as §188, b.

balb, *soon* *eher*, *sooner* *am ehesten*
gern, *gladly* *lieber*, *rather* *am liebsten*, *above all*

— also *gut*, or *wohl*, *well*; *sehr* or *viel*, *much*; *wenig*, *little*, as §188.

289. In some cases *mehr*, *more*; *am meisten*, *the most*, are used as auxiliaries of comparison:

(a) With adjectives not compared; as, *er ist mehr schuld daran als ich*, *he is more to blame for it than I*.

(b) Or when different qualities are compared; as, *er ist mehr träge als dumm*, *he is more lazy than stupid*. Similarly, *weniger schön*, *less beautiful*, etc. in *comparison of inferiority*.

Adverbial Particles — or Modal Adverbs.

290. German uses freely some adverbs to express delicate shades of meaning, under varying emphasis — often difficult to translate in English. Such are: auch, denn, doch, ja, nun, nur, schon, wohl and others. It is impossible to illustrate their various uses without very detailed examples; but they should receive careful attention, as a marked characteristic of German in contrast with English — which relies more largely on vocal emphasis, or *tone*. These are sometimes called adverbial *particles*.

Position of Adverbs.

291. The adverb, as verb-modifier, depends largely for position on its relation to the verb, and also on emphasis.

1. *a.* The adverb, except in transposed order, may not stand between subject and verb, as so often in English. As: *he then said*: er sagte dann; or, dann sagte er.

b. But sometimes, in inversion, an adverb may stand next to the verb, unless the subject is a personal pronoun (see §211, *c*) as, dann sagte endlich der Vater.

2. Adverbs of *time* precede other adverbs, and usually precede all objects, except personal pronouns.

3. Nicht, *not*, modifying the verb (or the entire sentence), stands usually after all other adjuncts; as, ich kenne den Mann nicht — ich habe ihn heute nicht gesehen; but modifying any other word, it stands before the word it modifies; as, nicht du hast es getan, *not you*, etc.

NOTE. — Nicht will, however, usually precede a predicate noun or adjective, or other part of a verb-phrase; as, viel Zeit ist jetzt nicht übrig; er wollte bei uns nicht zu Mittag essen, *he would not dine with us*.

4. In what may be called *loose order* an adverb phrase, especially if long or emphatic, often stands after a transposed verb; as, wie sie da stand mit weinenden Augen, *as she stood there with weeping eyes*; and so especially after a separated prefix; as, er sah lächerlich aus in seinen lumpigen Kleidern, *he looked ridiculous in his ragged clothes* (§231, b).

Other occasional variations will be mentioned later.

Nicht, pleonastic.

292. The negative nicht, *not*, is sometimes used when not expressed in English. As:

(a) In exclamations: wie schön singt er nicht, *how beautifully he sings!*

(b) After verbs of *denial*, *hindrance*, *lack*, etc. where a *negative result* is implied; as, was hindert, daß er nicht kommt, *what prevents him from coming?* wenig fehlte, daß er nicht starb (little lacked that he did not die), *he came near dying*.

Reading Exercise.

A Conversation.

„Bald wird es ja Sommer und dann gehen wir weg ins Gebirge, da ist es immer kühl, abends zuweilen zu kühl, um draußen zu sitzen.“ — „Wann gehen Sie denn?“ — „Wir gehen spätestens Mitte Juni hin.“ — „Nun, ich werde wohl in der Stadt bleiben.“ — „Sie bleiben doch nicht den ganzen Sommer in der Stadt?“ — „Doch, ich kann höchstens auf zwei Wochen wegkommen; ich meinerseits bleibe eben so gern hier in der Stadt.“ — „Warum denn?“ — „Nun, ich langweile mich

auf dem Lande, überall ist es so still; hier in der Stadt hat man doch seine Freunde und seine Beschäftigung." — "Sie sollten aber möglichst lange wegkommen, es würde Ihnen äußerst gut tun; wenn nicht ins Gebirge, dann doch an die See, da ist es keineswegs so still; damals, als wir noch immer an die See gingen, fanden wir es zuweilen nicht ruhig genug. Ich gehe selber ganz gerne an die See, aber doch lieber aufs Land und am liebsten ins Gebirge." — "Wollen Sie mir gefälligst einen guten Platz an der See empfehlen, wo man eigigermassen gut aber doch billig im Hotel leben kann?" — "Das ist hier in Amerika schwer zu finden, alles ist gut und teuer oder billig und schlecht. Nicht im Hotel sollten Sie wohnen, sondern bei einer netten Familie." — "Ja, wohl, das ist leichter gesagt als getan. Ich habe einmal bei einer sogenannten netten Familie gewohnt, da wurde ich ganz als Mitglied behandelt, nur daß sie mir mein Geld abnahmen." — "Nun, war das nicht schön?" — "Nein, denn aufs beste wurde ich nicht behandelt, ich bekam auch wenig zu essen; ich will es nicht noch mal versuchen, Mitglied einer netten Familie zu werden; lieber bleibe ich ruhig zu Hause."

Written Exercise.

1. In the beginning the boy worked most diligently; he was by no means the best in the class, but still (doch) he did his best.
2. Now he seems to be more lazy than stupid; he works badly and is extremely inattentive in [the] class.
3. Perhaps he is growing too fast, but do not tell him that!
4. He must come at the latest at seven o'clock.
5. She wrote me most politely that she would rather stay in the city.
6. Where are you going? When shall you be back? I am

going to Berlin, but shall be back at the latest day after to-morrow. 7. Max ran quickly home, but the other boy ran quicker and arrived there sooner. 8. This exercise is written best; whose is it? It is mine. 9. Outside it is extremely cold, but here in the house it is very warm. 10. Go there, please, as quickly as possible, and tell him that I cannot come to-morrow. 11. He comes here very often, but I never go to his house. 12. These books are mostly German books. 13. How often did he do it? He did it three times. 14. The mother was silent for a long time, but then she finally said: "Do it, if you please." 15. He was here yesterday, but I do not know if he will come to-morrow. 16. To-morrow father is coming!

LESSON XXXV.

CONJUNCTIONS.

293. Conjunctions, besides their logical importance, are in German formally important in connection with the position of the verb.

Conjunctions are classed, as in English, into :

1. *Coördinating*—which connect coördinate (or similar) sentences.
2. *Subordinating*—which introduce dependent (*subordinate*) sentences (clauses).

294. The coördinating conjunctions are divided into :

1. The pure conjunctions, or simple connectives.
2. Adverbial conjunctions—introductory words which express adverbial relation between sentences.

The Pure Conjunctions.

295. (a) The pure conjunctions simply connect sentences, but do not influence the order of words. .

They are the equivalents of *and, but, or, for*; viz.:

und, <i>and</i>	oder, <i>or</i>
aber, <i>allein, sondern, but</i>	denn, <i>for</i>

NOTE 1. — *Aber* (originally *again*) qualifies, without contradicting, a preceding statement. *Aber* is often used parenthetically, in sense of *however* (but without comma, §60).

2. *Allein* (= *alone, only*), meaning *but, yet*, admits yet excepts from a preceding statement; implies strong contrast.

3. *Sondern* (cf. *sondern, to separate*) is used only after a negative, and introduces an opposite or contradictory statement. All these conjunctions (except *aber* = *however*), stand always at the head of the sentence. They belong in fact to neither member, but simply connect the two (as in English).

(b) The successive sentences are, therefore, practically independent, and each has its own independent word-order. Hence an inversion will not continue unless the cause of inversion continues. As: *dann kam er zu mir und ich fragte ihn* (but: *und sogleich fragte ich ihn*). But note:

1. After *und* the same subject need not be repeated, in immediate connection; as, *da kam er zu mir und fragte mich* (but: *und sogleich fragte er mich*, if with intervening words).

2. After *und*, in some formal statements, inversion occurs before a pronoun repeating the subject. As: *der Zug kommt um vier Uhr an und führt derselbe um fünf Uhr ab*, *the train arrives at four o'clock and leaves at five* — but this is not to be imitated.

296. A few other connectives may likewise be used independently:

(a) Entweder, *either* (. . . *or*); but it may also cause inversion. As: entweder er kommt (or *entweder kommt er*) oder er wird bald schreiben, *either he will come or he will write soon*. (Or, also: er wird entweder kommen oder bald schreiben, *he will either, etc.*)

(b) Some adverbs are used as introductory, without inversion see (§300).

Adverbial Conjunctions.

297. Adverbial conjunctions are properly adverbs which, being used as introductory, express relation between sentences. Thus used they are followed by *inversion*. Standing elsewhere they are mere adverbs. As: er war krank; deshalb konnte er nicht kommen, or: er konnte deshalb nicht kommen, *therefore he could not, or he could not therefore, etc.*

298. Some of the most common words, used as adverbial conjunctions are:

also, <i>accordingly, so</i>	freilich, <i>indeed</i>
auch, <i>also, too</i>	indessen, <i>however</i>
da, <i>there, then</i> (and compounds)	noch, <i>still, yet; (nor)</i>
dann, <i>then</i> (time)	nun, <i>now</i>
denn, <i>then, therefore</i>	so, <i>so, then</i> (and compounds)
dennoch, <i>nevertheless</i>	sonst, <i>else, formerly</i>
deshalb, <i>therefore</i>	vielleicht, <i>perhaps</i>
doch, <i>though, yet, surely</i>	wohl, <i>probably, perhaps</i>
jedoch, <i>however</i>	zwar, <i>indeed</i>
	— and others.

NOTE. — For *so*, as connective, often not translated, see §163, c.

299. *Neither . . . nor* is *weder . . . noch*, with inversion

when introductory; as, *weder will er kommen, noch will er schreiben*, *neither will he come nor*, etc. But also: *er will weder kommen noch schreiben*, *he will neither come, etc.*

300. Some adverbial words are sometimes used as introductory without causing inversion:

(a) When they apply to some other word than the verb. As: *auch ich war da*, *I too was there*; *nur mein Bruder war da*.

(b) Sometimes with emphasis — as if separate from the rest of the sentence. As: *doch, das ist nicht wahr*, *surely, that is not true*; *freilich, ich kann das nicht glauben*, *indeed, I cannot believe that*, etc.

Subordinating Conjunctions.

301. (a) The subordinating conjunctions, introducing dependent clauses, are followed by transposition. Some of the most common are:

<i>als, as, when</i>	<i>ob, whether (and compounds)</i>
<i>bevor, ehe, before</i>	<i>seit(dem), since</i>
<i>bis, until</i>	<i>so, if, as (and compounds)</i>
<i>da, as, since</i>	<i>während, while</i>
<i>damit, in order that</i>	<i>weil, because</i>
<i>daß, that, so that</i>	<i>wenn, if, when</i>
<i>falls, in case that</i>	<i>wie, how, as</i>
<i>indem, while, as</i>	<i>wo, where</i>
<i>nachdem, after</i>	— and others.

(b) Some of these words are also used as pure adverbs; as, *da* (and some compounds, §254, note), and some others, the word-order distinguishing the sense. As: *da konnte ich nichts hören*, *then I could hear nothing*;

da ich nichts hören konnte, *as I could hear nothing*; damit gehen sie fort, *with that they go away*; damit sie fortgehen, *in order that they may go away*. Others are sometimes interrogative; as, wie, *how*? wo, *where*? etc. See also §302, below.

Special Uses of Some Conjunctions.

302. The various uses of the subordinating conjunctions are to be learned by experience. A few important distinctions will be here given, where English equivalents might be confusing.

1. **Als**, *when, as*, marks definite past time (see wenn).
2. **Da**, *as, since* (logical cause); also time past, *when* (like als). *As* (manner) is **wie**; *since* (time) is **seit**, **seitdem**.
3. **Dass**, *that*, in noun-clauses; also *result = so that*; sometimes *purpose, in order that* (usually damit).
4. **Indem**, *while*; or *as* (causal); während, *while* (time).
5. **Je**, correlative comparison, with transposition, followed by desto (or je) with inversion (*the . . . the*). As: je schneller du nach Hause läufst, desto früher bist du da, *the faster you run home, the sooner, etc.*
6. **Nun**, usually adverb, sometimes = *now that, seeing that* (causal).
7. **Obgleich**, obgleich, obwohl, *although* — often separated ob . . . gleich, etc.
8. (a) **So** usually adverb; rarely = *if*; sometimes (also with auch) = *however*; as, so viel er auch prahlt, *however much he boasts*. In archaic use so is sometimes relative pronoun.

(b) The phrases with so, as conjunctions, are written

as compounds (without *als*): *so* bald, *so* lange, *as soon as*, *as long as*. As adverbs they are written separately, *so* bald, *so* lange, *so soon*, *so long*.

9. *Weil*, *because* — expresses an actual, definite cause.

10. *Wenn*, usually *if*; of time = *when*, *whenever*, future or indefinite (see *als*). Followed by *auch* or *gleich* = *even if*, *although*; as, *wenn das auch wahr wäre*, *even if that were true*.

NOTE. — *Wann*, *when* (time) is properly always interrogative, direct or indirect.

11. *Wie*, interrogative = *how?* in comparison, see §192. Conjunctive, *as*, *how* (manner); in time, *as*, *as soon as*, of contemporaneous or continuous action; followed by *auch* = *however*; as, *wie er auch handelt*.

NOTE. — But *as*, expressing character or office, is *als*; as, *er sprach als Richter*, *he spoke as judge*.

12. *Wo*, *where*; often *when*; sometimes = *if*, especially in the phrase *wo nicht*, *if not*. *Wo ... auch*, *wherever*.

Reading Exercise.

Der gelehrte Herr und der dumme Junge.

Als ein gelehrter Herr einmal reiste, kam er an einen breiten Fluß, worüber keine Brücke führte. Da ein kleines Segelboot am Ufer lag, hat er einen Jungen, der darin saß, ihn überzusetzen. Sobald es sehr windig war, war der Junge doch sofort bereit, es zu tun, und hat den Herrn einzu steigen. Nachdem er den Jungen gefragt hatte, ob er auch segeln könne, worauf der Junge natürlich „Ja“ sagte, stieg der Herr in das Boot. Weil der Herr ein Schulrat war, so dachte er, daß es eine gute Gelegenheit sei, den Jungen auszufragen, damit er erfahren könne, wie es mit den Schulen

der Gegend stehe. Also sagte er zum Jungen: „Kannst du lesen?“ — „Nein,“ sagte der Junge. „Wenn du nicht lesen kannst, so hast du ein Viertel deines Lebens umsonst gelebt,“ rief der Schulrat. „Kannst du schreiben?“ fragte er nach einer Weile. „Nein,“ war die Antwort des Jungen. „Dann hast du die Hälfte deines Lebens umsonst gelebt,“ sagte der Herr, indem er den Jungen strenge anblickte. Dann sagte er im feierlichen Tone: „Du kannst auch wohl nicht rechnen?“ — „Nein,“ war die weiterliche Antwort des Jungen. „Dann hast du drei Viertel deines Lebens umsonst gelebt,“ rief der Herr in einem Tone, wovor viele Lehrer und Kinder gezittert hatten. Der Wind hatte aber nicht vor der Stimme des Schulrates gezittert, sondern wehte gerade dann noch stärker als zuvor. Aber da der Junge, in seinem großen Schmerze, drei Viertel seines Lebens umsonst gelebt zu haben, nicht auf sein Segeln achtete, so schlug das kleine Boot um. Da lagen nun dummer Junge und gelehrter Herr beide im Wasser. „Können Sie schwimmen?“ rief der Junge dem Herrn zu. „Nein,“ war die Antwort. „Dann haben Sie Ihr ganzes Leben umsonst gelebt,“ sagte der Junge und schwamm ruhig ans Land.

Written Exercise.

1. As there was no bridge over the river we had to cross in a little boat. 2. As we were crossing we asked the boy if he could sail. 3. If the boy cannot sail the boat it will upset, for the wind is very strong. 4. The boy, however, said that he could sail a boat in the strongest wind. 5. The river is not so very broad, but it is very deep. 6. We thought that the boat was too small for us all, but the boy said that there was room (Platz) enough and that it was quite safe.

7. Either the boat was too small or the wind was too strong, but we all got very wet. 8. Therefore we were very glad when we reached the other shore. 9. The boy did not speak nor did he attend to what we said; he had enough to do to attend to his sailing. 10. Your brother too was there, but he did not get so wet because he sat aft. 11. While we were crossing the wind got stronger. 12. The stronger the wind got, the faster the boat sailed and the wetter we got. 13. As soon as we reached the other shore we all jumped out very quickly. 14. After we had paid the boy he asked when we were coming back. 15. If we come back to-day we must cross the river before six o'clock, so that we get home before it is quite dark. 16. When did you get home? We got home just when it was getting dark. 17. The beautiful river made a deep impression on me; if you ever have an opportunity to make the trip you should certainly see the spot where we crossed. 18. Well, I think the river is beautiful wherever you see it; although I only saw it but (nur) once, yet I shall never forget it!

LESSON XXXVI.

PREPOSITIONS.

303. Prepositions have been briefly treated, Less. XV, XVI. Prepositions connect a word — most usually a verb — with a secondary object. Hence prepositions are said to *govern cases*, and the preposition, with its object, is called a *prepositional phrase*.

304. (a) Prepositions are, for the most part, properly adverbs, that is, verb-modifiers, and are used as such in both English and German; as: *look up; come in; go on*, etc.; and in German: *er*

hing an; er stand auf, etc. When used with the verb alone they are properly adverbs, and should be so called; when limited or defined by an object, they are properly prepositions. Thus prepositions have been expressively called *transitive adverbs*. Some words, however, which are habitually used with an object, are commonly called prepositions, as a distinct part of speech, even when used only as adverbs.

(b) The relations expressed by prepositions are widely various; usually: first, *local* — *position, direction, extent*; then, of *time*; of *precedence or succession*; of *cause or effect*; of *origin and tendency*; of *occasion, circumstance, result*, etc. Their wide transfer of use in secondary or derived senses makes their definition very difficult — in English no less than in German.

* (c) In German prepositions must be considered in connection with the case of the object — a distinction no longer obvious in English. The case is really determined, in the first instance, by the nature of the action or relation expressed by the verb, though often this relation has become obscured. Hence, sometimes more than one case with the same preposition; as Lesson XVI; and often more than one preposition in the same or nearly the same sense.

305. The use of prepositions, in their various senses, is a matter of detail and of difficulty, which belongs rather to the dictionary and to observation than to the grammar. It would be impossible to comprehend even the more important uses within elementary limits. The most common prepositions are included Lessons XV, XVI. In addition, only a few distinctions will be given, where English equivalents might mislead.

Notes on Some Prepositions.

An, auf.

1. (a) *An, at, to, on*, denotes local *proximity* or *contact*, or time *when*; as, die Wacht am Rhein; an der Wand, *on* (against) *the wall*; am Meere, *on the seashore*; am Montag, *on Monday*, etc.; or *acc.*, an das Meer gehen, *to the seashore*.

(b) **Auf**, *on, upon, to, for*, denotes *superposition*; auf dem Tische; auf dem Meere, *at sea*; or with acc. *up on, on to*. auf den Berg gehen: das Auge auf etwas halten, *to keep an eye on*; or *succession*. as, Schlag auf Schlag, *blow on blow*; or *prospective time*: auf Montag festsetzen, *to appoint for Monday*, etc.

Aus, von.

2. (a) **Aus**, *out of, from* (within): Briefe aus Deutschland, *letters from Germany*; hence, *source* (means). aus Erfahrung wissen, *to know from (by) experience*; material, aus Gold gemacht; or *motive*, aus Eitelkeit, *from vanity*.

(b) **Von**, *from* (a point); *removal* (away from), *transition*; also (like aus) *origin, material*; especially *agency* (by); and often *of*, as equivalent of genitive, and in various senses. Von is less specific, and more widely used, than aus.

Bei, mit.

3. (a) **Bei**, place: *by, near, with* (proximity), *among*; time: *during*; as, beim Frühstück, *during (at) breakfast*

(b) **Mit**, with (in company); also *means, manner*; often also as adverb, *along, together*. In phrases: bei mir, *at my house*; mit mir, *with me* (anywhere); bei uns Sitte, custom *among us* (*with us, chez nous*); ich habe kein Geld bei mir, *with me*.

Nach, zu.

4. (a) **Nach**, *after, towards, to* (of place or direction); *according to* — in this sense, often follows the noun.

(b) **Zu**, *at, to* (usually of persons). Of places, zu implies *arrival at*; or *purpose*; nach der Kirche gehen is purely *local*; zur Kirche, zur Schule gehen, *to go to church*; with names of persons, *to one's house*; zum Schneider gehen, *to the tailor's*. Zu is also *at, locally*; zu Hause, *at home*; nach Hause, *home*.

Über, um.

5. (a) **Über**, *above, over, about, concerning*; time: *beyond, after*.

(b) **Um**, *around, about, for*. Über etwas streiten, *to contend about*

— um etwas streiten, *to contend for* (a prize); über ein Jahr älter, *over a year older*; um ein Jahr älter, *older by a year* (excess).

Vor, für.

6. (a) **Vor**, *in front of, before*; hence *from* (before); vor einem fliehen, *to flee from*; also *cause (for)*; vor Freude weinen, *to weep for joy*. Of time past, *ago*; vor zwei Jahren, *two years ago*.

(b) **Für**, originally same as *vor*; now usually *for, in behalf of, in place of, purpose*; usually English *for*.

Other distinctions might be added, but these include the cases most likely to be mistaken by the student.

Prepositional Phrases: Special Forms.

306. A prepositional phrase is usually made up of a preposition with its noun or pronoun object. But also:

(a) Sometimes with an adverb or adverb phrase. As: auf immer, *for ever*; insofern, *in so far*, etc.

(b) Or, a second preposition is added, adverbially. As: von nun an, *from now on*; von Jugend auf, *from youth up*, etc.

(c) Or an adverb—especially *her* or *hin*, or their compounds; as, um uns her, *all around us*; nach der Stadt hin, *to the city*; er zog in die Stadt hinein — aus der Stadt heraus.

NOTE. — Such adverbials are also written as verb-prefixes; as, als er aus der Stadt herausging — but usage is variable.

307. Some words used in English alike as adverbs or prepositions — or even as conjunctions — are in German distinguished by form. As *before*: adv. vorn, vorher; prep. vor; conj. bevor; *behind*: adv. hinten; prep. hinter; *under*: adv. unten; prep. unter, etc. Such forms must be carefully noted and distinguished.

Reading Exercise.

Am Sonntag war ich bei Herrn Schmidt, dem Künstler. Da sah ich ein wunderschönes Bild an der Wand hängen, es hieß „am Meer.“ Es war ein Bild zu Heines Lied „am Meer.“ Auf seinem Tische lagen gerade viele Kunststücken aus Frankreich und Italien. Da ich aus Erfahrung weiß, daß er gerne über italienische Kunst spricht, so fing ich an, deutsche Kunst gegen italienische zu loben, und bald stritten wir uns über italienische und deutsche Kunst. Dann zeigte er mir eine Statue aus Marmor und sagte, er hätte lange sein Auge darauf gehabt, aber der Preis wäre ihm immer zu hoch gewesen, da der Bildhauer, ein ganz junger Mann und früherer Schüler von ihm, aus Eitelkeit sie nur gegen einen hohen Preis verkaufen wollte. * * * Ich bat Herrn Schmidt, mit mir einen Spaziergang auf den Berg zu machen und nachher bei mir zu essen. Er sagte aber, er müsse mit seiner Frau zur Kirche, werde aber später gegen Abend zu mir herkommen, wenn ich dann zu Hause wäre. Ich bat ihn, seine Frau ja mitzubringen, was er mir auch versprach.— Heute über acht Tage geht er an die See mit seiner Familie und vor Herbst werden wir uns nicht wiedersehen.— Ich habe Herrn Schmidt von Jugend auf gekannt; als er aus unserer Stadt wegzog, habe ich ihn sehr vermißt. Glücklicherweise war es nicht auf immer.

Written Exercise.

1. Mr. S. has a new picture *hanging* (infin.) on the wall; he showed it to me on Monday when I was at his house. 2. On his table I saw a small statue made by a former pupil of his (say: one of, etc.). 3. For love of the young man

(dem jungen Mann zu Liebe) he had bought the statue, although it had many defects. 4. Afterwards we took a walk up the hill, from where (von wo aus) one has a beautiful view, and then to the school of arts, where I formerly studied. 5. In front of the school stands a statue of the founder by an American sculptor. 6. To-day week the school closes and then we shall go to the seaside for the summer. 7. I shall be in the city on weekdays, but my family will be away. 8. Mr. S. must now be at sea, for he sailed (abfahren) yesterday on (mit) the "Deutschland" for (nach) Hamburg. 9. He has been living here on the Rhine several years. 10. He begged me to keep an eye on his house while he was away. 11. I know from experience how things are often stolen when a house stands empty. 12. He promised to write me from Germany. 13. My sister was at church with Mrs. S. on Sunday. 14. Mrs. S. almost wept for joy when she told my sister that they were going to Germany. 15. She spoke about her mother, whom she had not seen for a long time (seit lange). 16. I have often argued with Mr. S. about art, but we have always been good friends.

LESSON XXXVII.

SPURIOUS (OR SECONDARY) PREPOSITIONS.

308. In addition to the more common prepositions (proper) a number of other words, originally adverbs, nouns, adjectives or participles — sometimes compounds or phrases — are used as prepositions; that is, with cases of nouns. (Compare in English *concerning*, *notwithstanding*, *in spite of*, etc.).

A list of the more important of these is here given.

REMARK. — It is difficult to draw the line between the two classes

of prepositional words. Some of the latter class have been given already for convenience (§165), but will be now repeated for reference.

NOTE. — When used with more than one case, the word is listed under the prevailing form. See the Notes below.

309. (a) Spurious prepositions governing the genitive:

anstatt, or jstatt, <i>instead of</i> ¹	ob (rare), <i>on account of</i>
außerhalb, <i>outside of</i> ²	oberhalb, <i>above</i> ²
diesseits(ß), <i>on this side of</i>	troß, <i>in spite of</i> ²
halb, halben, halber, <i>on account</i>	um . . . willen, <i>for the sake of</i> ⁴
— <i>for sake</i> — <i>of</i> ³	ungeachtet, <i>notwithstanding</i> ⁶
inmitten, <i>in the midst of</i>	unfern, unweit, <i>not far from</i>
innerhalb, <i>within</i> ²	vermittels, <i>by means of</i>
jenseits(ß), <i>beyond</i>	vermöge, <i>by force of</i>
frucht, <i>by virtue of</i>	während, <i>during</i> ⁶
längs, <i>along</i> ²	wegen, <i>on account of</i> ⁶
laut, <i>according to</i> ²	zufolge, <i>in consequence of</i> ⁵
mittels, mittels, <i>by means of</i>	

NOTES. — 1. Anstatt is sometimes divided; as, an meiner Statt (jstatt).

2. Also with dative — more rarely.

3. After the object (see *b*, below).

4. The case enclosed between; as, um Gottes willen.

5. With genitive when before, with dative when after, the object.

6. Rarely with dative.

(*b*) With the personal genitives (§207) halb(en), wegen, (um) . . . willen form compounds, with inserted -(e)t-. As: jeinethalb(en), *for his sake*; meinetwegen, *for my sake, as for me*; um Ehetwillen, *for your sake*; unfertwegen, euerthalben, etc., — the shorter pronoun genitives being used (an older form was meinetwegen, etc.).

(c) Spurious Prepositions with the Dative:

außer, <i>outside of, besides</i> ¹	nächst, <i>next to</i>
binnen, <i>within</i> (usually time) ¹	nebst, <i>along with</i>
entgegen, <i>against, towards</i> ²	ob, <i>over</i> (local), see <i>a</i> ³
gegenüber, <i>opposite</i> ²	samt, <i>together with</i>
gemäß, <i>according to</i> ²	zufolge (see <i>a</i>) ⁴
gleich, <i>like</i>	zuwider, <i>against</i> ²

- NOTES. — 1. Rarely with genitive.
 2. Usually after the object.
 3. Rare.
 4. Usually with dative.

(d) *Spurious Prepositions with the Accusative.*

bis, till, as far as¹ entlang, along²
 sonder, without³

NOTES. — 1. Usually with other prepositions, as bis an, bis auf, etc. Except before names of places and in time phrases, as bis Berlin; bis morgen, till to-morrow.

2. Usually after the noun.
 3. Now only in a few phrases.

REMARK. — Some of the above words are still used in their original sense as adverbs, etc. Others appear also as conjunctions — the order of words, as usual, showing the use.

Reading Exercise.

Sein oder nicht Sein?

Während der Nacht hatte der arme Vater wenig geschlafen, teils seiner Krankheit wegen, teils wegen seiner Geldsorgen. Ungeachtet des schönen Wetters, ungeachtet des herrlichen Sonnenscheins, der überall außerhalb des Hauses alles beleuchtete, ging er schwermütig und langsam die Straße entlang. Er war bis an die Stelle gekommen, wo die Straße längs des Flüsschens führte, das wegen des gestrigen heftigen Regens hoch angeschwollen war. Jenseits des Flüsschens, inmitten einer grünen Wiese, weideten die Kühe seines Nachbarn, der trotz seiner Schlechtigkeit, ja sogar vermöge seiner Unehrllichkeit, ein wohlhabender Mann geworden war. Und er selber, der um seines Glaubens willen so viel gelitten, der immer versucht hatte, dem Worte Gottes gemäß zu handeln, war nun sogar laut des Landesgesetzes ein Verbrecher, nur weil er in-

nerhalb seines Hauses, inmitten seiner Familie, anders zu seinem Gotte betete als seine Nachbarn! Warum war er nebst seiner Familie so hart von Gott bestraft, warum nicht der Nachbar samt seiner Familie, die wahrhaftig dem Gesetze Gottes zuwider handelten? Unwillkürlich stieg in ihm der Gedanke auf: „Warum noch einen Tag durchleben, der doch nichts bringt außer Kummer und Schmerzen? Warum nicht dem Tode entgegengehen, dem Tode, der dich doch innen kurzer Frist ereilen wird? Bist du ob deiner Sünden be-straft? warum nicht der Nachbar?“ — Gleich dem Hiob des alten Testaments stand der Vater da und haderte mit seinem Gotte.

Written Exercise.

1. In spite of his illness the old man slept well during the night. 2. On account of the warm sunshine he wanted to be outside of the house, not within the four walls of his sick-room (Kranken^zimmer). 3. By means of his stick he crawled slowly out into the sunshine. 4. He crawled then to the bench next to the house-door. 5. He saw his daughter not far from the house in the midst of her little children, with whom she was playing. 6. Beyond the road his son was working in the fields. 7. The wagons of the peasants were passing along the road in front of the house, they were driving to the fair along with their wives and children. 8. Notwithstanding his illness the old man felt a strong desire to live, to live only for the sake of living, for around him was nothing but life. 9. Within a few months, perhaps, days, he must leave this beautiful world, which in spite of trouble and sickness he loved so much. 10. According to the Bible he had lived longer than [the] most men, for he was eighty years old. 11. Instead of (see §67) death he desired life, to live like the

men of the Old Testament, two hundred years or more.
12. "In the midst of life we are in (im) death," murmured
the old (man).

LESSON XXXVIII.

THE NUMERALS.

The numerals call for but little grammatical statement; but in accordance with usage the leading forms are given.

The Cardinals.

310. The cardinals closely resemble their English equivalents. Note however:

(a) In compounds, the units precede the tens, with conjunction (as, *four and twenty*).

(b) With *hundert*, *tausend*, the indefinite article is omitted; but *ein tausend*, *one thousand*, etc.

1 eins (ein, eine, ein), <i>one</i>	17 siebzehn, <i>seventeen</i>
2 zwei, <i>two</i>	18 achtzehn, <i>eighteen</i>
3 drei, <i>three</i>	19 neunzehn, <i>nineteen</i>
4 vier, <i>four</i>	20 zwanzig, <i>twenty</i>
5 fünf, <i>five</i>	21 ein und zwanzig, <i>twenty-one</i>
6 sechs, <i>six</i>	22 zwei und zwanzig
7 sieben, <i>seven</i>	23 drei und zwanzig, etc.
8 acht, <i>eight</i>	30 dreißig, <i>thirty</i>
9 neun, <i>nine</i>	31 ein und dreißig
10 zehn, <i>ten</i>	32 zwei und dreißig, etc.
11 elf, <i>eleven</i>	40 vierzig, <i>forty</i>
12 zwölf, <i>twelve</i>	50 fünfzig, <i>fifty</i>
13 dreizehn, <i>thirteen</i>	60 sechzig, <i>sixty</i>
14 vierzehn, <i>fourteen</i>	70 siebenzig, <i>seventy</i>
15 fünfzehn, <i>fifteen</i>	80 achtzig, <i>eighty</i>
16 sechzehn, <i>sixteen</i>	90 neunzig, <i>ninety</i>

100 hundert, <i>a hundred</i>	1000 tauſend
101 hundert (und) einſ	2000 zwei tauſend
102 hundert (und) zwei	3875 drei tauſend acht hun-
120 hundert (und) zwanzig	bert fünf und ſiebzig
125 hundert fünf und zwanzig	100,000 hundert tauſend
200 zwei hundert	1,000,000 eine Million'
300 drei hundert	2,000,000 zwei Millionen

NOTE. — The old form *elf* for *elf* is still occasionally met with. Often, the forms *funfzehn*, *funfzig*; *ſechſzehn*, *ſechzig*; *ſiebenzehn*, *ſiebenzig*. Rarely — poetic — the old forms *zweien*, *zwo*, *two*.

2. The compounds of units and tens are often written in one word; as, *dreiundzwanzig*.

311. *Zwei*, *drei* have a genitive *zweier*, *dreier*, and a dative *zweien*, *dreien*, which are used when the case is not otherwise indicated; as,

daſ Urteil *zweier* Freunde, *the* ich habe eſ nur *zweien* geſagt,
judgment of two friends. I have told it only to two.

NOTE. — *Beide*, *die beiden* (§264, 3) is used instead of *zwei*, for *the two*, or a *definite* (only) *two*.

312. Other simple numerals sometimes take *-en* in the dative plural, when used without a noun — more rarely a plural form *-e*; as, *der König fährt mit ſechſen*, *the king drives with six (horses)*; *alle Viere*, *all fours*. But they usually remain unaltered.

Expressions of Time (o'clock).

313. (a) For the hours of the day the cardinal number is used with *Uhr*, *o'clock* (as indeclinable), and the fractions are counted, usually, on the next hour; as:

Wie viel Uhr iſt eſ? *what o'clock is it?*

Eſ iſt vier Uhr, *it is four o'clock.*

Eſ iſt ein Viertel auf fünf, *it is a quarter past four* (on five).

Es ist halb fünf, *it is half past four (half five).*

Es ist drei Viertel (auf) fünf, *it is a quarter to five.* But also: ein Viertel vor fünf; or, drei Viertel nach vier.

Um wieviel Uhr, *at what o'clock?* Um fünf (Uhr), etc.

(b) The minutes are expressed with the prepositions vor, *before*; nach, *after*, (sometimes in, über, respectively). As: es ist zehn Minuten vor elf (or, in zehn M. elf), *it is ten minutes to (before) eleven*; es ist zehn Minuten nach vier (or über vier), *it is ten minutes past four.*

Numeral Idioms.

• 314. (a) Quantitative nouns of measure, weight or value, except feminines in -e, are used collectively in the singular, without inflection, after a numeral, and a following qualitative noun (of kind) is without case inflection. As: zehn Fuß lang, *ten feet (foot) long*; drei Pfund Thee, *three pounds of tea*; zwei Paar Handschuhe, *two pair(s) of gloves*; das kostet vier Mark zehn Pfennig, *four marks ten pfennigs*. But, zwei Tassen Thee, *two cups of tea.*

(b) The singular of Mann is used, uninflected, in collective sense; as,

eine Klasse — eine Compagnie	eine Armee von 20,000 Mann,
— von zwanzig Mann, a	an army of 20,000 men.
class — a company of twenty	
men.	

Reading Exercise.

1. Im Sommer stehen wir um halb sechs auf, im Winter erst um halb sieben. 2. Unsere Schule fängt um acht Uhr morgens an, aber wir müssen um drei Viertel acht schon da sein. 3. Von unserem Hause nach der Schule geht man

eine Viertelstunde, also gehen wir um halb acht immer aus dem Hause. 4. Um elf Uhr haben wir zehn Minuten Pause und um eins ist die Schule aus. — 5. Gestern fragte der Lehrer den Fritz: „Wie viel sind sechsmal zwölf?“ und Fritz sagte: „Fünf und sechzig.“ 6. Da sagte der Lehrer ihm, er solle das Einmaleins lernen. Sechsmal zwölf sind doch zwei und siebenzig! 7. Wir sind fünf und zwanzig Mann in der Klasse, aber Fritz, glaube ich, ist der dümmste. 8. Neulich fragte der Lehrer den Fritz: „Wenn du für zwei Glas Bier fünfzig Pfennig bezahlst, wie viel mußt du für drei Glas Bier bezahlen?“ Da sagte Fritz: „Ich bezahle nichts dafür!“ 9. Der Lehrer war wütend, aber wir lachten alle, denn der Vater von Fritz ist ja Bierwirt und Fritz bezahlt darum nichts. Vielleicht ist der Fritz doch nicht so dumm! 10. Er ist dreizehn Jahr alt und seine Schwester ist zwölf, sie ist aber viel klüger als er. 11. Wie ich sie neulich fragte: „Wie viel sind hundert acht und zwanzig mit acht dividiert?“ sagte sie gleich: „Sechzehn.“ Sie kann aber schnell rechnen!

Wie ein Student rechnet.

Ein Student kam zu einem Freunde und sagte: „Du,¹ leihe mir mal² zehn Mark!“ — „Das tut mir leid,“ sagte sein Freund, „aber ich habe selbst nur fünf Mark und muß damit den Schuster bezahlen; sonst täte ich es gern.“ „Gut,“ sagte der Student, „das geht schon. Gib mir deine fünf Mark, die anderen fünf kannst du mir schuldig bleiben. Deinen Schuster kannst du dann mit den fünf Mark bezahlen, die ich dir schuldig bin.“

¹ I say! ² just.

Written Exercise.

1. With what train are we going to Berlin to-morrow? There is a train at a quarter past seven; if we get up at six or half past five we could breakfast here at (in) the hotel. 2. Well, tell the waiter that we want to have the bill! 3. There it is, how much is it? Twenty-five marks and fifty pfennigs, ten marks for the room, ten marks for the supper and breakfast, and the fifty pfennigs are for two glasses of beer. 4. The room is rather dear; it is small enough, about ten feet long, and the beds are not (feine) six feet, for my bed is too short for me. 5. Things are not cheap here, I paid ten marks for two pairs of gloves. 6. Well, if the gloves are good that is not too dear. 7. How many inhabitants has this town? About a hundred thousand, I think. 8. At what o'clock shall we arrive in Berlin? At half past one; it is about six hours by train (mit dem Zuge). 9. How much is the ticket? About fifteen marks. 10. What o'clock is it now? It is already ten minutes past ten; let us go to bed, for we must get up early to-morrow. 11. I owe you thirty-three marks; here is a fifty-mark bill, can you change? Yes, here are sixteen marks, now I owe you a mark. 12. How much is a mark? A mark is (has) a-hundred pfennigs; in American money a mark is about twenty-five cents.

LESSON XXXIX.

NUMERALS, CONTINUED: THE ORDINALS.

315. The ordinal numerals are inflected adjectives formed from the cardinals from 2 to 19 by adding -t; from 20 upwards, by adding -ft — the suffix in compound numbers being added only to the last.

(a) Erst, *first*, is irregular; dritt, *third*, shortens the vowel; acht, *eighth*, drops t.

(b) The ordinals never occur uninflected, but only in strong or weak forms; as, mein zweiter Sohn; das dritte Haus, etc. They are usually preceded by the definite article. Thus:

1st	der, die, das	erste, the first
2d	" "	zweite, the second
3d	" "	dritte, the third
4th	" "	vierte, the fourth
5th	" "	fünfte, the fifth
6th	" "	sechste (sechste), the sixth
7th	" "	siebente, the seventh
8th	" "	achte, the eighth
19th	" "	neunzehnte, the nineteenth
20th	" "	zwanzigste, the twentieth
21st	" "	ein und zwanzigste, the twenty-first
22d	" "	zwei und zwanzigste, the twenty-second, etc.
30th	" "	dreißigste, the thirtieth
31st	" "	ein und dreißigste, the thirty-first, etc.
50th	" "	fünfzigste, the fiftieth
100th	" "	hundertste, the hundredth
101st	" "	hundert und erste, the hundred-and-first
200th	" "	zweihundertste, the two-hundredth
1000th	" "	tausendste, the thousandth
"	" "	letzte, the last

NOTE 1. — Der, die, das andere, *the other*, is sometimes used for *the second*.

2. From wieviel, *how many*, is formed an interrogative ordinal, der, die, das wievielte, or wievielte; as, der wievielte ist das, *how many is that?* den wievielten (Tag) haben wir heute, *what day of the month is it to-day?*

Expressions of Date.

316. (a) In giving the day of the month, the ordinal is used elliptically, without preposition (Tag von being implied); as, es ist der fünfte August, *it is the fifth (day) of August*.

(b) In naming a date, the dative ordinal with *an* (*an dem* contracted to *am*) is used, or — especially in dating a letter — the simple accusative; as, *er starb am zehnten Mai*, — or *den zehnten Mai*, *he died (on) the tenth of May*; *Boston, den zehnten Mai*.

NOTE. — When figures are used, the endings *-(i)te*, *-(i)ten* are sometimes written, but often omitted; as *der 10te* or *der 10. Mai*; *am 20sten* or *am 20. Mai* — the period marking the abbreviated ordinal.

317. The date of the year is given by the cardinal number, usually preceded by *im* (*in dem*) *Jahr(e)*, *in the year*; as, *Napoleon starb (im Jahre) achtzehn hundert einundzwanzig*; *Napoleon died in (the year) 1821*, (but not *in alone*).

318. The names of the days of the week and of the months are (usually with the article) the masculine nouns:

Sonn'tag, <i>Sunday</i>	Januar', <i>January</i>	Ju'li, <i>July</i>
Mon'tag, <i>Monday</i>	Februar', <i>February</i>	August', <i>August</i>
Dien's'tag, <i>Tuesday</i>	März, <i>March</i>	Septem'ber, <i>September</i>
Mitt'woch, <i>Wednesday</i>	April', <i>April</i>	Okt'o'ber, <i>October</i>
Don'ner'stag, <i>Thursday</i>	Mai, <i>May</i>	Novem'ber, <i>November</i>
Frei'tag, <i>Friday</i>	Ju'ni, <i>June</i>	Dezem'ber, <i>December</i>
Sonn'abend, or Sam's'tag, <i>Saturday</i>		

Numeral Derivatives and Compounds.

319. From the cardinals are formed:

(a) The *variatives* — indeclinable adjectives — in *-erlei*, meaning *kind*; as, *einerlei*, *zweierlei*, *of one kind, two kinds*, etc.

(b) The *multiplicatives* — inflected adjectives — in *-fach*, or *-fältig*: as, *einfach*, *simple*; *zweifach*, *double*, etc.

(c) Adverbs in *-mal*, meaning *time*; *ein'mal*, *zwei'mal*, *once, twice*, etc.

320. From the ordinals are formed: .

(a) Adverbs in *-ens* (§286, c); *erſtens*, *zweitens*, *drittens*, *thirdly*, etc.

(b) Fractional (nouns) in *-tel* (Teil, *part*); as, ein Viertel, *a fourth*, etc. — *t* of the ordinal stem being dropped.

(c) Fractional adjectives (uninflected), by adding *halb* to the next higher unit; as, *dritthalb* Taler, *two and a half* (the third a half).

NOTE 1.— For *one and a half*, *anderthalb* is used for *zweitehalb*.

2. The noun *half* is die *Hälfte*. For the adjective *halb*, *half*, see §147, 3.

Reading Exercise.

Ein Brief.

Philadelphia, d. 2ten (or 2.) Juni, 1905.

Geehrter Herr Kleinschmidt!

Da mein Bruder mich gebeten hat, Ihnen seine Erlebnisse in Deutschland zu berichten, so will ich versuchen, seine Bitte zu erfüllen. Daß er nicht selber schreibt, müssen Sie entschuldigen; Sie wissen ja, wie schwer es hält, auf Reisen eine große Korrespondenz zu führen.

Mein Bruder ist am 17ten April nach Deutschland abgefahren. Sein erster Brief war aus Berlin, er hatte ihn den ersten Mai geschrieben. Er schrieb, er wäre den 27sten April in Hamburg gelandet, hätte sich zwei Tage in dieser wunderschönen Stadt aufgehalten und wäre am dritten Tage, also am 29sten April, nach Berlin gefahren. — Nach acht Tagen erhielten wir einen zweiten Brief, auch aus Berlin, worin er unter anderem schrieb: „Den ersten Sonntag hier in Deutschland habe ich sehr ruhig verbracht. Ich war den ganzen Tag bei meinem Onkel. Er riet mir, nach einer kleineren Stadt

zu gehen, wenn ich schnell Deutsch lernen wollte. Er sagte: Erstens trifft man in einer kleineren Stadt sehr wenige oder keine Amerikaner oder Engländer; zweitens haben die Einwohner selbst mehr Zeit und Lust, mit einem Ausländer zu sprechen; und drittens ist das Leben viel billiger als in Berlin. Aus diesen dreierlei Gründen denke ich nun nach Düsseldorf am Rhein zu gehen; die Stadt soll wunderschön sein, und ich habe daselbst einen Freund, einen Deutschen, der kurze Zeit in Amerika war. Er hat mich eingeladen, anderthalb Monate bei ihm zu bleiben, wenn nicht sogar länger, im Falle es mir da gefällt." — Dann erhielten wir letzten Montag seinen dritten Brief, und zwar aus Düsseldorf, geschrieben den 12ten Mai. Er schrieb, er wäre von der Stadt einfach entzückt.

In der Hoffnung, daß Sie und die lieben Ihrigen sich alle wohl befinden, und mit freundlichem Gruße von uns allen
verbleibe ich Ihre

Anna Sievers.

Written Exercise.

New York, Sept. 6th, 1905.

My dear Father,

I arrived here yesterday, the 5th September. We had fine weather nearly the whole voyage, only the last two days were a little stormy. There were 560 steerage, 140 second-cabin and 136 first-cabin passengers on board. Three quarters of the cabin-passengers were Americans, but in the steerage were mostly Slavs. I am glad to be back in America, although I liked Germany very well. I shall stay here at my aunt's till the 8th, so you can expect me home on the 10th. School commences on the 1st October, so I shall have nearly three weeks at home. I have learnt a good deal of German in the four months, at least I think so. I hope you

received my last letter from Germany, written on August the 26th. Your last letter of the 18th I got in Hamburg, it was brought to me on the steamer. Hoping to see you all soon and with love to all

Your loving son ¹

ERNST.

Goethe was (wurde) born the twenty-eighth of August, 1749, and died the twenty-second of March, 1832, in his 83d year. Schiller was born the tenth of November, 1759, and died the ninth of May, 1805, therefore in his 46th year.

LESSON XL.

INTERJECTIONS.

321. Interjections are in part natural exclamations, more or less common to all languages. Others are words or phrases used as exclamations. As: auf, *up!* weg, *away!* weiter, *go on* (further); herein, *come in*, etc.

322. An infinitive or a perfect participle is sometimes used absolutely (or elliptically) in sense of an imperative; as, einsteigen, *get in* (all aboard); ausgestieg, *get out* (all out), etc.

323. In general, interjections stand apart from the structure of the sentence. But sometimes they are construed with a case, or a phrase, marking the source or object of the feeling expressed. As: O des Glücklichen, *oh, the happy man!* weh mir, *woe is me!* pfui über den Feigen, *fie on the coward!* etc.

NOTE. — Leider, *alas!* *I regret to say* — properly a comparative adverb, may be used independently, as interjection; as, leider! ich kann nicht; or as an adverb; as, leider kann ich nicht (or ich kann leider nicht, §297).

¹Dein Dich liebender Sohn.

Many interjections are abridged words or phrases — sometimes disguised oaths — and often of much etymological interest.

PARTS OF SPEECH — SUMMARY.

An elementary view of the several parts of speech being now completed, a few words of review may be added.

324. As in the verb (Less. XXXIII), so in all the parts of speech, obvious evidence is seen of the essential kinship between German and English. The details of this kinship belong to comparative grammar; but its most essential features, as well as the most striking differences between the two languages, may be helpfully availed of even in elementary study.

325. In general, German has larger inflection than English. This is true especially of nouns and adjectives; also of pronouns; — to a less degree of verbs. This makes the study of German at first seem difficult. But such inflections as are retained in English are, in general, closely akin to those in German. The chief difficulties, which require most careful attention, are:

- (a) The classification and inflection of nouns;
- (b) The inflection and concord of adjectives;
- (c) The inflection of strong verbs — yet these are hardly more irregular than in English;
- (d) The forms and use of the modal verbs, and the subjunctive mood — and, in addition, distinctively idiomatic forms, or phrases, peculiar to one or the other of the two languages.

326. Yet though for these and other reasons — particularly its strange type — German at first seems difficult, it soon becomes easy and pleasurable — especially from the constant recognition not only of kindred forms, but of kindred genius and essential sisterhood between these two great languages of literature and of life.

327. Besides its larger inflections, German has also much greater facility of word-composition than English, as well as a more elaborate system of derivation. But the general principles of composition, derivation and accent are the same in both languages — especially so far as (in all its most essential features) English is of Germanic origin.

328. The intimate relation between German and English is, however, not always obvious at first sight. Many forms and words of like origin — or *cognates* — have diverged, in form or meaning or in both, so that the relationship is not at once recognized. Attention to such changes will be helpful to the learner. Some of the more constant of these changes will be noted hereafter, in an Appendix. In many cases the kinship is at once obvious.

329. To the generally larger inflection in German corresponds, naturally, a more elaborate syntax — which, however, is to some degree simplified by greater precision in the order of words — especially in the position of the verb. Thus sentences which would be hardly possible in English become perfectly clear in German. Yet the general principles of syntax in German and in English are nearly the same. Some of the more important points of difference remain to be shown hereafter.

Reading Exercise.

Lesezüge.

I.

Die deutschen Eisenbahnen gehören meistens dem Staate, nur kleinere, sogenannte „Sekundärbahnen,“ gehören Privatgesellschaften. Man kann erster, zweiter, dritter, vierter Klasse in Deutschland fahren. Aber die schnelleren Züge haben gewöhnlich keine vierte Klasse. Die vierte Klasse ist meistens für Arbeiter, die vielleicht von einem Ort zu einem andern

zur Arbeit gehen.. Da man leider sehr wenig Gepäck frei hat, so nimmt der Deutsche oft sehr viel Handgepäck in das Coupé mit. Besonders ist dies der Fall in dritter und vierter Klasse. Vierte Klasse ist sehr gut dafür eingerichtet, da die Sitze nur an den Seiten des Wagens angebracht sind und in der Mitte also viel Platz für Gepäck übrig bleibt. In einer Hinsicht ist dieses sehr bequem, denn, falls man keinen Sitz mehr bekommt, so kann man sich auf sein Gepäck hinsetzen. Deutsche Studenten reisen oft vierter Klasse, weil es keine fünfte gibt. Früher sagte man in Deutschland: „In der ersten Klasse reisen nur Engländer, reiche Amerikaner und Barren.“ — Ehe der Zug abfährt, ruft ein Bahnbeamter: „Einsteigen nach Berlin!“ (oder wohin der Zug gerade fährt), oder auch: „Eingestiegen nach Berlin!“ Bei der Ankunft wird ausgerufen: „Ausgestiegen!“ oder „Aussteigen!“ Wenn man umsteigen muß, so hört man: „Umsteigen nach Berlin!“ oder „Umgestiegen!“

II.

„Aufgefessen!“ kommandierte der Husarenunteroffizier, und das Wort war kaum aus seinem Munde, so saßen die Husaren im Sattel. Nur einer fiel leider auf der anderen Seite wieder vom Pferde herunter. „Sie, dumme Bauernlummel!“ rief der Unteroffizier ihm zu, „können Sie nicht warten, bis ich ‚Abgefessen‘ kommandiere?“

Written Exercise.

1. When I arrived at the station the railroad-official was shouting: “All aboard for Hamburg!” and I came just in time (gerade noch zur rechten Zeit). 2. After an hour we stopped at a station and I heard some one shout out:

"Change cars for Hamburg!" 3. So I got out in a hurry (in Eile) and was soon in another train. 4. But I found that I had got into fourth class instead of first class. 5. All the seats were taken (besetzt), but a fat old peasant told me I could sit on his knee. 6. I thanked him (ich bedankte mich) but did not accept his offer. 7. Then he told me I could sit on a sack of potatoes which was lying on the floor at (zu) his feet. 8. I hesitated, but he said: "That won't hurt the potatoes." 9. I sat down on it and then he said: "That is not as soft as my knee," at which (woraüber) the other people in the car all laughed. 10. But he was a very friendly old man and told me that he knew I was an American. 11. I asked him how he knew it, at which he smiled slyly and said: "You are not fat enough for a German girl." 12. I had to laugh, but I do not know whether he meant it as a compliment or not. 13. I found it very amusing in the fourth class; my old peasant acted like (wie) a father towards me. 14. He told me he had a neighbor, who had a daughter in America, and so he knew something about (von) the country. 15. I was quite (ordentlich) sorry when they shouted: "Hamburg, all out!" 16. Fourth class is not as comfortable as first class, but it is more amusing.

PART III.

SYNTAX OF THE PARTS OF SPEECH.

REMARK.—The essential functions of the several Parts of Speech have now been exhibited, along with their forms. A complete account of their several uses is impracticable within elementary limits, and is, indeed, needless. As already remarked, there is a broad general correspondence in German and English syntax. Some of the more important differences and special forms will be exhibited in the following Lessons; while, in general, uses identical in German and English will be noted only briefly or not at all. Constant attention to usage, as found in reading and in the dictionary, must supplement the grammar.

These Lessons will follow the usual order of the Parts of Speech. The logical Syntax of the Sentence, which is essentially the same as in English, is not here included.

LESSON XLI.

THE USE OF THE ARTICLES.

A. The Definite Article.

330. (a) Some of the most important uses of the definite article, otherwise than in English, have been given already: in *abstract*, *generic*, and *possessive* senses, (§§67, 95); with *proper names*, *days*, etc., §130; with possessive pronouns, §§217–18.

NOTE.—The article (or possessive) is used also with names of kinship, except in address; as, *father said so*, *der* (or *mein*) *Water sagte es*, etc.

(b) Under the *abstract* sense belongs the use of the article with infinitives and adjectives used as nouns. As, *das Schwimmen*, *swimming*. For adjectives, see §145.

331. The definite article is used in *distributive* expressions (= each); as, *dreimal den Monat*, *three times a month*.

332. The definite article is omitted (as also in English):

(a) With nouns used as *partitive* (*some, any*), or as simple predicate. As: Haben Sie Eier, *have you (any) eggs*; es ist Zeit, *it is time*.

(b) In abridged or proverbial expressions; as, Zeit bringt Rat, *time brings counsel*.

(c) In most prepositional phrases; as, bei Tische, *at table*; zu Fuß, *on foot*, etc. — though with exceptions; as, in der Kirche, *at church*; in die Schule gehen, *to go to school*, etc.

(d) In some adjective forms; as, ersterer, letzter, *the former, the latter*; folgend, *the following*; bejagt, *the aforesaid*; and with some technical terms; as, Überbringer, *the bearer*, etc. — yet not always so.

Such special forms must be learned by use.

B. The Indefinite Article.

333. It thus appears that the definite article is used more widely than in English. On the other hand the indefinite article is more frequently omitted:

(a) Before a descriptive noun, used alone as simple predicate, or connected by *als*. As: er ist Soldat, *a soldier*; er sprach als Soldat, nicht als Staatsman, *as a soldier, not as a statesman*. But not if the predicate is modified: er ist ein tapferer Soldat, *a brave soldier*.

(b) Often in phrases: in Eile, *in a hurry*; mit zitternder Stimme, *with a trembling voice*; ich habe Kopfschmerz, *a headache*, etc., etc.

(c) Note the forms *a hundred, a thousand* (§310); *a few, many a, ein jeder* (§264); *such a* (§234); *what a* (§244).

Repetition of Articles.

334. The general principle is the same as in English, — that an article should be repeated before each distinct noun

to which it belongs. This in German is especially the case when the article, expressed, has different forms. But:

(a) Repetition of the article, *in like form*, may be omitted with several nouns closely connected in sense; as, die Gnade, Weisheit und Liebe Gottes, *the mercy, wisdom and love of God*.

(b) Repetition must be omitted if the several nouns refer to the same person or thing. As: ein Freund und Bruder, *a friend and brother*; der Kaiser und König, *the emperor and king* (one person).

Written Exercise.

As the student is presumed to be now reading a German text, the German-English Exercises will be omitted.

1. Good morning, Max, are you going to school already? — Yes, are you not going? — No, I have a headache and shall not go. 2. How many times a week do you have German lessons? Four times a week, on Monday, Wednesday, Thursday and Friday. 3. Can you read German? Yes, reading is easier than speaking, but I can speak a little. 4. My father was an officer in the German army, but my mother is an American, so we do not speak much German at home. 5. Does not your mother speak German? Mother does not speak much German, so father and mother generally talk English. 6. Do you know a thousand German words? I think I know more than a thousand, but I have never counted. 7. At church I often hear German, because we sometimes go to a German church. 8. My uncle is a clergyman, he preaches very often in our church. 9. My uncle and aunt speak German, for they are both Germans. 10. Well, it is time to go to school! 11. Why are you in a hurry? It is not yet half past eight! 12. Well, I don't want to be late (zu spät kommen). 13. Yesterday the old teacher said to me in a trembling voice: "Max, I am speaking to

you as a friend and not as a teacher ; try to be more punctual!"
 14. So I must not be late to-day, for I have gone already
 three times late to school this week! 15. As the son of an
 officer you ought to be punctual. 16. Yes, that is what
 father and mother say.

LESSON XLII.

PECULIARITIES IN NOUNS.

335. Outside of the regular declensions, some nouns present peculiarities of form or of use. As:

- (a) Defect of plural form — as in many abstract nouns.
- (b) Special senses in plural; or different plurals in different senses (§127).
- (c) Special or variable plurals; as in family names, foreign words, etc.
- (d) Different genders in different senses; as, *der See, the lake*; *die See, the sea*; or with different plurals; as, *der Bund, the union*, pl. *Bünde*; *das Bünd, the bundle*, pl. *Bunde*, etc.

Such details must be found in the dictionary. Some of the most important are added in an Appendix.

Gender.

For the general rules of gender see §138.

336. When, as in *das Weib, the woman*, and diminutives like *das Fräulein, das Mädchen*, the gender is different from the sex, a pronoun in immediate connection retains the grammatical gender; but in a different sentence it usually takes the natural gender. As: *Wo ist das Mädchen, welches hier war?* *Sie ist fort, she is gone.*

Number.

337. (a) The *distributive* sense (referring one object to each individual of a plural group) is in German expressed by the singular, where English regularly uses the plural. As: alle nahmen den Hut ab, *all took off their hats*; beide zogen den Degen, *both drew their swords*.

(b) Also collective nouns, more regularly than in English, are construed as singular. As: meine Familie ist nicht zu Hause; sie ist in der Stadt, *it is (they are) in town*. Mein Volk zeigt mir, daß ich ihm nur ein Weib bin, *my people show me that to them (in their opinion) I am only a woman*.

(c) For the collective singular of nouns of measure, etc. with numerals, see §314.

CASE.

338. As case inflection is fuller, the relations of case are more explicit than in English. The general definitions suffice in most cases; but special uses require special attention.

Full details cannot be given within elementary limits. The more important and regular forms, especially when unlike English, will be briefly presented.

REMARK. — The lack of case inflection of nouns in English often obscures the case relation. The same is true especially of adjectives in all relations — case, gender, number. Hence special attention should be given to these forms.

339.

The Nominative.

The nominative — the case of the subject, its appositive or predicate, or as vocative in address — needs no illustration. But note:

(a) After some actives or passives denoting *change*, the English predicate nominative is otherwise expressed. See hereafter §361.

(b) Observe also (§273) that the English indirect subject of a passive verb cannot be so expressed in German. The complementary accusative becomes nominative (predicate) in passive; as, *er wurde mein Freund genannt* (§360).

(c) The occasional omission of an obvious subject-pronoun is colloquial; as, *hab's (ich) habe es) nicht getan*.

Written Exercise.

1. The girl who sang so well is a friend of my sister; I know her very well, she often sings in concerts. 2. Let us visit her and I will introduce you to her. 3. "Is Miss Smith at home?" I said to the girl who opened the door. 4. "No." answered the girl, "she has gone to the seaside." — 5. Are the family at home? No, they are still at the seaside. — 6. Why does one say in (auf) German "die Nordsee," but "der Bodensee (Lake Constance)"? Because the North Sea is a sea and not a lake, but the "Bodensee" is a lake. — 7. The officers drew their swords and the soldiers waved their hats when the royal family were driving past. 8. When the emperor passed, the people all took their hats off. 9. After we had seen the emperor we went to a hotel and ordered three cups of coffee and four glasses of beer. 10. How much did you pay for it? Four marks. 11. The waiter told us that the hotel-keeper had become the richest man in the town, but he had always remained a modest man and a friend of the workmen. 12. Well, his prices were not modest! — 13. How many volumes have you of Goethe's works? I have three volumes. — 14. Did you see the girl with the ribbons in her (im) hair? Yes, it was terrible, she had about six meters of green ribbon in her hair and on her dress. — 15. The last words which the teacher said were: "Boys, learn your German words!" 16. German words are not easy to learn.

LESSON XLIII.

THE GENITIVE.

1. With Nouns (adnominal).

340. The genitive depends on nouns in a great variety of relations; such as: *origin, kind, material, characteristic, specification, participation, possession*, etc. — usually corresponding to English *of*, or the *possessive*. Detailed examples are needless.

341. Distinction is made between the *subjective* and the *objective* genitive — as expressing the subject or the object of an implied action; as in English: *a mother's love; the love of a mother*, etc. In both senses the German genitive is freely used. But observe:

(a) In lieu of the objective genitive, a preposition with object is often substituted; as, *der Gedanke an Gott, the thought of God; der Haß gegen den Feind, hatred of the enemy*.

(b) In personal pronouns, in lieu of the genitive pronoun, the subjective sense is usually expressed by the possessive; the objective by a preposition; as, *seine Liebe zu mir, his love of me*.

342. Usually the genitive follows the principal noun. But when personal, and otherwise often in poetry, it may precede, then excluding the article; as, *meines Reiches Grenze, the frontier of my kingdom*.

This — usually, though not always, subjective in sense — is known as the *possessive* or “Saxon” genitive, and sometimes has the effect (as in English) of personification or emphasis; as, *Englands Königin*.

343. The “partitive” genitive (of which a *part* is taken)

usually limits a defining word; as, *die schönste aller Frauen*; *welcher unserer Freunde*, *which of our friends?* but is sometimes construed simply with a verb (though rarely); as, *er trank des Weines*, (*some*) *of the wine*.

NOTE. — Here occur some idiomatic phrases in which the partitive sense is less obvious; as, *viel Aufhebens machen*, *to make a great fuss*, etc.

344. For absence of genitive inflection with nouns of *measure*, etc., see §314.

(a) But if the qualitative noun is modified, the genitive is usual; as, *ein Glas guten Weines* — though not uniformly.

(b) A like apposition, without case inflection, occurs with names of places and of months preceded by a common noun, and in dates. As: *die Stadt Rom*, *the city of Rome*; *im Monat Mai*; *den achten Mai* (§316).

345. (a) Very often, for a genitive with nouns, will be substituted a preposition phrase (*von* with dative), especially in absence of inflection or to avoid inconvenient forms; as, *die Straßen von Paris*; and in titles; as, *der König von England*; also usually before numerals; as, *die Mutter von drei Töchtern*.

(b) Such substitution occurs especially in personal pronouns (see §341, b), except in the phrase *unser einer*, *one of us* (i.e. of our sort); but literally, *one of us*, *einer von uns*.

(c) Also, the genitive relation is often implied — and sometimes formally expressed — by a compound noun; as, *ein Feuerfunke*, *a spark of fire*; *das Tageslicht*, *the light of day*.

2. Genitive with Adjectives.

346. The genitive is used to limit some adjectives, which, in general, may be recognized by English *of*. Such are:

bedürftig, *in want* (of)

*bewußt, *conscious*

begierig, *greedy*

fähig, *capable*

fröh, <i>glad</i>	nachlässig, <i>negligent</i>
gewiß, <i>certain</i>	*satt, <i>satiated</i> (with)
*gewohnt, <i>accustomed</i> (to)	*schuldig, <i>guilty</i>
kundig, <i>acquainted</i> (with)	sicher, <i>sure</i>
leer, <i>empty</i>	voll, <i>full</i>
*los, <i>rid</i> (of)	*wert, <i>worth</i>
müchtig, <i>master</i> (of)	*würdig, <i>worthy</i>
*müde, <i>tired</i>	

— and some others. As: seiner Schuld bewußt, *conscious of his guilt*; des Lebens müde, *tired of life*; voll süßen Weines, *full of sweet wine*.

NOTE 1. — Some of these adjectives, marked *, may also take an accusative (§358, b). Some may be construed with a preposition; as, begierig nach, voll von, etc. See Remark, §351.

2. Voll, *full*, may be followed by a bare noun without inflection. The indeclinable voller is only so used; as, ein Glas voller Wein (now rare, or archaic).

Written Exercise.

1. In the month of June we were in the old town of Rüdesheim. 2. There we drank many a glass of good Rhine-wine. 3. The thought of that happy time is still fresh in my mind. 4. The Germans' hatred of the enemy is not as strong as their love of thee, thou beautiful Rhine! 5. The Rhine is the most beautiful of all the rivers of Germany. 6. In the main street of Rüdesheim, on the bank of the Rhine, stood his father's house. 7. One of us is not capable of such love of a river. 8. The Germans say that the Rhine is not Germany's frontier. 9. The light of day showed us the Rhine in all its beauty. 10. The water shone in the sunlight like sparks of fire. 11. We were glad of the beautiful weather and we never got tired of the stately river. 12. It is worth while to go to Germany to see this noble river. 13. It is a river worthy of a noble people. 14. Conscious of their

might the Germans sing "die Wacht am Rhein". 15. But they have other good songs worthy of the Rhine. 16. Do you know the songs of the Rhine? Yes, I know one: "Am Rhein, am Rhein, da wachsen unsere Reben" (vines).

LESSON XLIV.

THE GENITIVE WITH VERBS.

347. With a few verbs the genitive is used as primary (single) object — often expressed by a preposition in English. Such are:

achten, <i>to care</i> (for)	harren, <i>to wait</i> (for)
bedürfen, <i>to need</i>	lachen, <i>to laugh</i> (at)
denken, <i>to think</i> ¹	pflügen, <i>to foster</i>
gedenken, <i>to remember</i>	schonen, <i>to spare</i>
entbehren, <i>to dispense</i> (with)	spotten, <i>to mock</i> (at)
entraten, <i>to dispense</i> (with)	warten, <i>to wait</i> (for or on)
ermangeln, <i>to lack</i>	and some others.

As: ich denke dein, *I think of thee*; ich bedarf deines Rates nicht, *I need not your advice*, etc.

NOTE. — Some of these verbs may also take a preposition with object; as, lachen über, *to laugh at*; denken an, *to think*¹ of, etc.; and some an accusative; as, schonen mich, *spare me*. With verbs the objective use of the genitive is, in general, rarer than formerly. See Remark, §351.

348. (a) With some verbs which take a direct accusative of the person, the genitive is added as secondary object (*of the thing*) — usually expressed by English *of* (or *from*). Such

¹Denken, with genitive, is now rare or only poetical. With prepositions it discriminates: denken an (acc.), as *object* of thought; ich denke oft an jene Tage, *of those days*; denken von, as *opinion*: was denken Sie von ihm, *of him*; denken auf, as *purpose*: er denkt auf Verrat, *he is thinking of* (meditates) *treason* — all alike expressed by English *of*.

are verbs meaning to *accuse, acquit, convict; to warn; to deprive, rob, etc.* Such are :

anlagern, to *accuse*
 beiduldigen, to *accuse*
 freisprechen, to *acquit*
 überführen, to *convict*
 erinnern, to *remind*
 mahnen, to *warn*

berauben, to *rob*
 erheben, to *relieve*
 entledigen, to *relieve*
 entlassen, to *dismiss*
 versichern, to *assure*
 würdigen, to *deem worthy*

— and some others of like meaning; as, der Dieb hat mich meines Geldes beraubt, *has robbed me of*. In passive the genitive remains: ich bin meines Geldes beraubt worden, etc.

(b) Especially in many reflexive idioms, the primary object being the reflexive accusative. As: er freut sich seines Sieges, *he rejoices in his victory*; er schämt sich seines Betragens, *he is ashamed of his conduct*; ich erinnere mich dessen, *I remember that*, etc.

(c) Also, with some impersonals; as, mich jammert des Volkes, *I am sorry for the people*; es lohnt der Mühe nicht, *it is not worth the trouble*.

REMARK.—In the foregoing cases (and hereafter) it is hardly possible to give complete lists, and none others can be entirely satisfactory. The details of usage must be learned by use.

The Exclamatory Genitive.

349. Nearly connected with the foregoing objective genitive is the use of the genitive with interjections, to express the object or source of the implied emotion; as, O des Glücklichen, *oh, the happy man*.

The Descriptive Genitive.

350. As predicate of sein or werden, or without verb, the genitive is used in descriptive or limiting sense. As: sie

waren alle gleicher Meinung, *of the same opinion*; tu', was deines Amtes ist, *do what belongs to your office*; ich war nicht willens, das zu tun, *I did not intend to*, etc.; ein Mann langer Statur, *of tall stature*, etc.

The Adverbial Genitive.

351. The genitive is used adverbially:

(a) Usually with adjective modifier, with a verb of like meaning, to express manner (the *cognate* genitive). As: er starb eines glücklichen Todes, *he died a happy death* (see §362).

(b) To express indefinite time (*within* which); as, eines Tages, *one day*; des Abends, *in the evening* (evenings, generally).

(c) In various phrases, as of *place*: rechter Hand, *on the right, hand*; or *manner*: schnellen Schrittes, *with quick step*; or other limitation; as, nicht meines Wissens, *not to my knowledge*, etc. Many like forms are recognized and written as adverbs (§286, c).

NOTE. — By false analogy we have nichts, des Nachts, *by night*, from die Nacht, *night*.

Genitive with Prepositions.

For the genitive with prepositions, see §309.

REMARK. — The increasing use of prepositions in modern German, in lieu of the objective genitive, should be especially noted. The genitive with most verbs (§347) is now increasingly rare, or only poetic.

Written Exercise.

1. The young man needed money. 2. One night he robbed a rich man of his money. 3. But a policeman met him when he was hastening home with quick steps. 4. The policeman remembered his face, for he had been accused of theft before, but had been acquitted. 5. He was arrested

and convicted of the crime. 6. The thief said to the judge: "Spare me, I will lead a better life, for I am ashamed of my former life. Now I will become a useful member of society." 7. The judge replied: "Society can very well dispense with your services for (auf, acc.) three years." 8. All the people in the court were of the same opinion. 9. The judge did not deem him worthy of another word, but sentenced him to three years' imprisonment. 10. The judge only did what belonged to his office. 11. On account of his good conduct the prisoner was discharged after two years. 12. Although his former bad companions mocked at him, he became an honest man. 13. Whenever he thought of his former life he was ashamed of himself. 14. He soon found, however, that it is worth while to be honest. 15. Now he is a rich man, but he dispenses with many things in order to help poor criminals. 16. Within my knowledge there is not a more honest man in our town than he is now; may he die a happy death!

LESSON XLV.

THE CASES CONTINUED: THE DATIVE.

Dative with Verbs.

352. The dative is used, primarily with verbs, to express the remoter object (usually personal) concerned in the action (*to* or *for* whom) — usually called *indirect*.

(a) As indirect object with verbs, which may also have a direct accusative object. Many examples have occurred.

NOTE 1. — In English this indirect object stands usually without preposition when next the verb; with *to*, when separated from it. As: *I gave John a book*; or, *I gave a book to John*. In German the simple dative is used, in either case, without preposition.

2. This *to* of the indirect object of action (dative) must not be confounded with *to* (nach or zu) with verbs of *direction* or *motion*.

(b) In some cases the indirect dative object is expressed by *from* — the “dative privative.” As: er nahm mir mein Geld, *from me*.

353. (a) Often the dative expresses, more remotely, the interest of the person — usually pronominal — in the action or statement: the “dative of interest.” As: tu’ es mir doch, *do it for me (I pray)*; sie ist mir ein Plagegeist, *she is a torment to me*.

(b) Or, even more remotely, the dative expresses the point of view of the person concerned — called the “ethical dative” — often hardly translatable. As: was machen Sie mir da, *what are you doing there (I want to know)?* bleiben Sie mir gesund, *keep well (I hope)*.

(c) Here belongs the “dative possessive” — a frequent idiom. As: sie fiel ihm um den Hals, *she fell upon his neck*, etc. Often also in phrases: as, ihm zu Ehren, *in his honor*; mir zu Liebe, *for my sake*, etc.

354. The dative is used as single object, usually personal, with some verbs which seem to be transitive in English. As:

antworten, *to answer*

begegnen, *to meet*

danke, *to thank*

dienen, *to serve*

drohen, *to threaten*

erlauben, *to allow*

fehlen, *to lack*

fluchen, *to curse*

folgen, *to follow*

gefallen, *to please*

gehören, *to obey*

glauben, *to believe*

helfen, *to help*

nutzen, *to serve*

raten, *to advise*

schaden, *to injure*

schmeicheln, *to flatter*

trauen, *to trust*

troßen, *to defy*

zürnen, *to be angry*

— and others; also many compound verbs, the dative corre-

sponding to the sense of the prefix — especially the prefixes *ab*, *an*, *bei*, *entgegen*, *nach*, *vor*, *zu*, and the inseparable *ent* and *wider*.

NOTE. — Such verbs — most of which are of very frequent use — require special attention, in consequence of confusion of objective forms in English.

355. The dative — usually personal — is used in many verb-phrases:

(a) In impersonal passive; *as, mir wurde geraten, I was advised* (§274, b).

(b) In impersonal phrases; *as, es tut mir leid, I am sorry; es ahnt mir, I forebode; es geht mir wohl, I am doing well* (§260, c).

(c) With some reflexives; *as, ich getraue mir, I venture; ich bilde mir ein, I imagine*, etc. (§239, b).

NOTE. — The dative often stands (elliptically) on the address of a letter; *as, (Dem) Herrn Gustav Weise (or An (den) Herrn, etc.)*.

Dative with Adjectives.

356. The dative, usually personal, depends on many adjectives, expressing *benefit*, *favor*, *fitness*, *likeness*, *nearness*, *superiority*, or their opposites; also with participles, and adjectives derived from verbs which govern the dative — in most cases expressed by *to* or *for*. *As: sei mir gnädig, be gracious to me; das ist mir verhaßt, that is hateful to me; das ist allen nützlich, useful to all.* It is impossible to enumerate such adjectives. In general, the dative is the most usual form of adjective dependence.

NOTE. — As with the genitive, so instead of the dative some of these adjectives may take a preposition with object — though less frequently, especially with pronoun objects; *as, for example, feindlich gegen, nahe zu*, etc.

Dative with Prepositions.

357. For the dative with prepositions see §§166, 170, 309, *c.* For the dative in exclamations, see §323.

For the *Dative Factitive* (with *ju*) see hereafter, §361.

REMARK.—The chief difficulty of the dative arises from the confusion of objective forms in English. Many English forms now apparently accusative, were dative in earlier English.

Observe also that the dative is predominantly the case of *the person*; also that, unlike the genitive, it is most freely used in personal pronouns.

Written Exercise.

1. Yesterday I met my old friend Mr. Smith, and he asked me if I could help him with some literary work. 2. He said: "I have been advised to ask you and I imagine you are the best man for the work." 3. I answered him: "You are flattering me, there are many men who could serve you better than I. For instance, Mr. Brown could help you better." 4. He replied: "I do not trust Mr. Brown, he will promise me to do the work, and afterwards he will say that he is very sorry, but he has no time. You do it for me!" 5. Then I promised Mr. Smith that I would help him. 6. He thanked me, and said: "I know that the work is hateful to you and that you are only doing it for my sake." 7. As I was going home Mr. Smith's little dog followed me and would not obey his master when he called him. 8. I threatened the dog with my stick but he continued to run after me. 9. Then Mr. Smith laughed and said: "You are taking my dog from me, but if you want him, you can have him, I will give him to you." 10. So I took the dog home with me. 11. I imagine, however, I shall not be sorry to give Mr. Smith his dog back to-morrow. 12. The animal has a habit common to all young dogs, he follows everybody (*relat.*) he meets. 13. I forgot

to ask Mr. Smith how his wife was. 14. I know she has not been well for some time. 15. It is really a great honor to me that Mr. Smith begged me to help him. 16. I hardly venture to hope that I can really help him much.

LESSON XLVI.

THE ACCUSATIVE.

358. The accusative expresses the direct object of transitive verbs. Examples are needless.

(a) In this relation the accusative appears in most reflexive and impersonal verb-phrases.

(b) The accusative — mostly pronominal — is used in some verb-phrases, made up of *sein* or *werden* with certain adjectives, as if the object of the combined phrase. Such adjectives are:

ansichtig, <i>in sight</i> (of)	müde, <i>tired</i>
bewußt, <i>conscious</i>	satt, <i>satiated</i>
gewahr, <i>aware</i>	schuldig, <i>indebted</i>
gewohnt, <i>accustomed</i>	wert, <i>worth</i>
los, <i>rid of</i>	zufrieden, <i>content</i>

— and a few others. As: *ich kann ihn nicht los werden, I cannot get rid of him; ich bin es zufrieden, I am content with it (I agree); ich bin ihm einen Dollar schuldig, I owe him a dollar.* (For use of some of these with genitive see §346).

NOTE. — In such cases the accusative is now more common. Here *es* was an old genitive, which came to be felt as accusative.

Double Accusative.

359. A few verbs take two accusatives — *person* and *thing*. Such are: *lehren, to teach*; sometimes *kosten, to cost*; and with pronoun *of the thing*: *bitten, to beg*; *fragen, to ask*; *überreden,*

to persuade; as, er lehrt meinen Sohn die Chemie', *he teaches my son chemistry*; das kostete mich (or mir) einen Taler; fragen Sie mich das nicht, *do not ask me that*.

Complimentary or Factitive Accusative.

360. (a) A second accusative appears in the predicate, after verbs of *naming*, *nennen*, *taufen*; *to baptize*. As: ich nannte ihn meinen Freund, *I called him my friend*. See §339, b.

(b) Most frequently this accusative appears as an adjective (the "objective complement" — of course uninflected); as, er machte sie glücklich, *he made her happy*; — and is then, in some phrases, written as a separable prefix (§219, c); as, er schlug seinen Gegner tot (tot[sch]lagen), *he struck his adversary, dead*.

NOTE. — The following paragraph belongs more properly under the dative, but is placed here with reference to English analogy.

361. But after verbs of *appointing*, *electing*, *making*, etc., implying *change of condition*, the second (in English, factitive or complementary) object is expressed by the dative with zu — contracted with the article in the singular, but without article in the plural. As: die Universität hat ihn zum Professor — sie zu Professoren — ernannt, *has appointed him professor — them professors*; er nahm sie zur Frau, *he took her for wife*.

Adverbial Accusative.

362. (a) An accusative of kindred meaning is used, adverbially, with some intransitives; as, er starb einen herrlichen Tod, *he died a glorious death*. This is sometimes called the *cognate accusative*. See §351, a.

(b) The accusative expresses, adverbially, *measure* or *extent* — as of *time*, *distance*, *amount*, etc. As: einen Monat

alt, *a month old*; der Krieg dauerte drei Jahre, *lasted three years*; das kostet einen Taler, *etc.*

NOTE. — This relation is often more fully expressed by an added adverb; as, er arbeitete den ganzen Tag durch, *the whole day through*; drei Jahre lang, *three years long*; and, especially with intransitives of *motion*, by a compound of *her* or *hin* — written also as separable prefix. As: ich ging die Straße hinauf, *I went up the street*; als ich die Straße hinaufging (or hinauf ging), *as I went up the street*, etc.

(c) Also *definite* time, *when*; as, kommen Sie diesen Abend — nächsten Montag, *etc.*; also (as §331), zweimal den Tag, *twice a day*. Compare the genitive of *indefinite* time (§351, b).

The Absolute Accusative.

363. The accusative is used descriptively (often = *with*) in so-called absolute sense, yet really adverbial. As: er stand da, den Degen in der Hand, den Blick auf die Erde gefest, *he stood there (with) his sword in his hand, his look fastened*, etc.

NOTE. — Comparing this use with that of the genitive (§350), it appears that the genitive expresses the more permanent *characteristic*; the accusative, the temporary *circumstance*.

For the accusative with prepositions, see §§167, 170, 309, d.

Written Exercise.

1. The poor student owed the tailor forty marks.
2. He could not get rid of the man, although he told him that the clothes were not worth a mark.
3. Every day, when he was going down the street, the tailor stepped up to him and, hat in hand, begged politely for his money.
4. "Where is my money?" said the tailor. "Do not ask me that," said the student, "for do I know where my own money is?"
5. The whole night through the poor student dreamt of the tailor.

6. It cost the student's father forty marks to get rid of the tailor. 7. What did he ask the tailor? He asked him who taught him tailoring. — 8. He called me his friend and addressed me with "du." 9. She lost her purse and did not become aware of it till she came home. 10. She loses so many things that her mother is quite accustomed to it. 11. The war lasted only a month, but many brave men died a glorious death for their fatherland. 12. The soldiers stood around him, sword in hand. 13. When was Mr. Brown appointed president of the company? He has been president only a month. 14. We rowed down the river much quicker than we rowed up. 15. When shall I come? Come next Friday evening. 16. The whole day long it rained, but the next day it was glorious weather.

LESSON XLVII.

THE VERB: CONCORD.

364. The general rules of concord in subject and verb are the same as in English. Note however:

(a) More freely than in English a singular verb is used with two or more singular subjects, especially when these follow the verb, or are closely related in meaning. As: *was bedeutet diese Angst und Verwirrung, what is the meaning of this anxiety and confusion?*

(b) For concord with following logical subject, after introductory *es*, *daß*, *daß*, see §236.

(c) For concord with relative pronoun having personal pronoun antecedent, see §257, b.

(d) A plural verb is used with some formal titles; as, *Eure Majestät haben befohlen, your majesty has ordered, etc.*

THE TENSES.

The Present.

365. (a) The present is used, much more freely than in English, for the future — especially for the *immediate* or *certain* future; as, *ich komme gleich, I will come directly*; *sie lebt nicht mehr, sobald du es gebietest, she will be dead as soon as you so order* — most frequently with, yet also often without, an adverb of time.

(b) The present is also freely used, as in English, in lively narration of past events — the “historical present.”

(c) For a *continuous* past, including the present, German uses the present where English uses the perfect. As: *wie lange sind Sie hier, how long have you been here?* *ich lerne Deutsch schon zwei Jahre, I have been learning German for two years.* Similarly, the past for English pluperfect; as, *ich war erst zwei Jahre hier, als mein Vater starb, I had been here just two years when my father died.*

(d) The present is also used as an emphatic imperative; as, *du gehst sogleich, go at once.*

REMARK. — It has been already noted that German has no auxiliary tense-forms corresponding to English *progressive* (*I am reading*, etc.), or to the emphatic or interrogative forms with *do*. These are expressed in German by the simple verb-forms — which, however, should be carefully discriminated in translation.

The Past and the Perfect.

366. These tenses are not so sharply differentiated as in English. The perfect, in English always a *present perfect*, is in German often a past perfect, or simple *aorist*. In this sense:

(a) The perfect often expresses action as simply completed

in the past; as, die Römer haben die ganze Welt erobert, *the Romans conquered the whole world*; and especially in the recent past; as, ich habe ihn gestern gesehen, *I saw him yesterday*.

(b) The past, or preterit — also used of a simple past — is used of related or successive past actions: hence especially in connected narrative; also of a continuing past or *imperfect*. As: Gott schuf die Welt in sechs Tagen und ruhte am siebenten, *God created the world in six days, and rested on the seventh*; wo waren Sie, als ich Sie rief? *where were you when I called you?* ich schrieb, als Sie eintraten, *I was writing when you came in*.

(c) Yet often — especially in elevated style, the simple past is used to express an absolute or indefinite past where English uses the perfect. As: ich weiß geheime Wege, die noch kein Mensch betrat, *I know secret paths which yet no man has (ever) trodden*; die Leiden, die wir litten, *the sorrows we have suffered*.

The Future.

367. (a) The future, and especially the future perfect, is often used to express probability or conjecture. As: das Kind wird (wohl) hungrig sein, *the child is probably hungry*; sie wird nach der Stadt gereist sein, *she has probably gone to the city*.

(b) The future also expresses an emphatic imperative; as, du wirst gleich gehen, *you will go at once* (§365, d).

NOTE. — Observe again that the simple future, *shall* or *will*, is always *werden*; the modal senses *shall*, *will* being expressed by *sollen*, *wollen*.

The Subjunctive Tenses.

368. The tenses of the subjunctive do not express actual time, but are used, generally, in relation to the tenses of the leading (indicative) verb — the present corresponding to a

present or future; the past, to a past indicative or conditional. But note :

(a) As the present subjunctive often implies future contingency, the past subjunctive often expresses *present* time.

(b) Important modifications of subjunctive tenses occur, especially in the *indirect* subjunctive (as hereafter).

Written Exercise.

1. How long have you been in America? I have been here about two years. 2. How long did you take to learn English? I had not (*feine*) been here six months, before I could talk fairly well. 3. How did you learn so quickly? I heard nothing but English, and I had to talk English, for nobody understood German in the house where I lived. 4. Well, you probably have (a) talent for languages, for I was six months in Germany and yet I cannot speak much German. 5. You probably lived among Americans and talked English most of the time. 6. I was in Dresden and of-course I spoke English with Americans. 7. Well, you cannot learn much German if you talk English all the time. 8. You, who (§257) have been in Germany, ought to talk some German. 9. Does not Mr. Smith talk German? Oh yes, he talks quite fluently; he has probably been in Germany. 10. Those are the German books which I have already read. 11. I am going to New York to-morrow; shall I buy some German books for you? I should be very much obliged to you if you could get some dramas of Hauptmann or Sudermann. 12. Will you fetch the books from my house, or shall I bring them to you? I will come directly after supper and fetch the books: you will probably be at home then; or in case you are not there, I shall wait for you.

LESSON XLVIII.

THE SUBJUNCTIVE MOOD.

369. 1. The uses of the subjunctive in German are so various as to be hardly capable of comprehensive definition, and they so shade into each other that strictly logical classification is hardly possible. This difficulty is increased by the lack of corresponding idiomatic forms in English, and by the diversity of the forms of English translation. Remark also:

(a) The term *subjunctive* implies use in subordinate clauses. But this is not always true.

(b) The subjunctive in German is less subject than in Latin or French to definite rule, and depends more largely on often delicate shades of meaning; hence requires the more careful attention.

(c) Besides the (rare) English subjunctive, the German subjunctive requires various forms of translation: indicative, imperative, infinitive, and various auxiliary verb-phrases; as, *let, may, can, shall, will, etc.* Besides all these the subjunctive sometimes has delicate shades of meaning which it is hardly possible to express in English.

2. The most fundamental and familiar uses of the subjunctive have been already shown (Lessons XVII, XVIII, XIX) under the several heads: 1. The *contingent* subjunctive; 2. The *indirect* subjunctive; 3. The *unreal* subjunctive. — These all exhibit, in varying degree, that *lack of positive affirmation* which may be given as a comprehensive (though only negative) description of the essential character of the subjunctive.

These Lessons should now be reviewed. The following Lessons include some additional statements and illustrations.

•
THE CONTINGENT SUBJUNCTIVE.

This group includes all statements of doubtful reality or fulfillment — hence of *contingent* affirmation — and embraces several subdivisions.

370. The subjunctive forms of 1st and 3d persons are used as imperative (§177, a) — the *imperative* or *hortatory subjunctive* — usually translated by *let*. This form is in 1st person always, in the 3d person usually, inverted; as, *gehen wir, let us go*; *sage der Vater, let father say*; *der Mensch versuche die Götter nicht, let man not tempt the gods*.

371. Of kindred meaning is the subjunctive expressing a *wish* — the *optative subjunctive* — also often inverted; as, *gebe Gott, or Gott gebe, God grant*; *lang lebe der König, long live the king*; often with *mögen*; as, *möge er bald kommen, may he, etc.*

(a) In a dependent (*daß*) clause the optative subjunctive expresses a *request or command* — or negatively, a *prohibition*, as, *ich bitte, daß er bald komme, ich wünsche, daß sie ihn nicht sehe, that she shall not see him* — often also translated by *to* with infinitive; as, *I beg — forbid — him to write*.

(b) A wish sometimes takes, in the past subjunctive, the form of a *condition* (whose desired result is implied) — especially with *doch* or *nur* — the *optative condition*; as, *wenn er nur bald käme, if he would only come soon* (I should be glad).

NOTE. — As below (§384, b), this form also expresses an *unreal* or *impossible* wish.

372. Nearly akin is also the subjunctive in dependent clauses, expressing (as a remoter wish) a *purpose*, or a *conceived result* — the *subjunctive of purpose*.

(a) This subjunctive is usually dependent on *damit, in order*

that; or daß, *that* (as §177) — often translated by *to* with infinitive. As: ich schide — schickte — ihn in die Schule, damit er Englisch lerne — lernte, *to learn English*.

(b) Or stands in a relative clause, expressing *purpose*, or *result*, as implied in the antecedent — sometimes called the *subjunctive of characteristic*. As: schickt uns einen Mann, der uns führe, *send us a man who shall lead us* (to lead us).

(c) Here, however, it is to be noted that after *damit* or *daß*, especially in the present tense, the indicative is often used where we should naturally expect the subjunctive. As: ich schide ihn nach Deutschland, damit er schneller deutsch lernt; jorge, daß dein Herz glüht, *take care that your heart be warm*; or (as §371, a), ich habe befohlen, daß man ihn zurückweist, *I have ordered that he be refused*, etc.

373. The subjunctive expressing *concession* or *permission* — the *concessive subjunctive* — often stands in inverted order; as, sei es so, or es sei so, *be it so*; er spreche, was er will, *let him say what he will*.

NOTE.— Here perhaps belongs the occasional use of *denn*, *then*, with the subjunctive, meaning *unless*; as, ich tue es nicht, er schreibe mir denn, *I will not do it unless he writes me* (then let him write).

374. A contingent subjunctive expressing mere *possibility* is usually called the *potential subjunctive* (*may, might*). As: das könnte wahr sein, *that might be true*; wie dem auch sei, *however that may be*; ein kleiner Kahn könnte mich retten, *a small boat might save me*.

375. A form of the contingent or potential subjunctive, expressing only a softened affirmation or approximate statement, is known as the *diplomatic subjunctive*. As: das dürfte ich nicht, *I hardly think so*; es wäre wohl zu spät, *it is probably too late*; er wäre fast eingeschlafen, *he had almost fallen asleep*; nicht, daß ich wüßte, *not so far as I know*.

Written Exercise.

1. Let us go home now and tell father what we have seen!
2. God grant that we may find him at home!
3. The children had been forbidden (§274, *b*) to tell what they had seen.
4. "Oh, if he would only return!" said the poor children when they found that the father had gone out.
5. If mother could only be here!
6. The father had left the door open in order that the children might get into the house if they should return while he was away.
7. Where is the man who shall tell us what these children had seen!
8. The father has ordered that they come home early.
9. But he may say what he will, they do not obey.
10. The children will not go into the house unless the father comes home.
11. The father might not believe what the children say, but however that may be, they will always believe it themselves.
12. The poor boys had almost fallen asleep when the father finally came home.
13. It is probably too late to hear what the boys have seen.
14. Let them speak, the story might be true.
15. If he would only speak!
16. I begged him to speak, but he was silent.
17. A word might save the poor man's life; may the word soon be spoken!
18. However that may be, I will now tell the children's story.
19. May this wonderful story not be too long.
20. It might be true, but it is hard to believe.

LESSON XLIX.

THE INDIRECT SUBJUNCTIVE.

REMARK.—This use of the subjunctive (see §179) is a marked characteristic of German. It is very largely used—often where hardly expected—and hence requires special

attention. Only a brief outline can here be attempted. Remark however :

376. (a) This subjunctive does not imply *doubt* as to the statement, but only that it is made as alleged or viewed by another — hence not *directly* affirmed.

(b) The same use extends also to statements concerning one's self, if of a different time or point of view from the present. As: mir träumte, ich sei eingeschlafen, *I dreamed I had fallen asleep*; mir träumte, ich hätte Flügel (*wings*).

(c) Often the verb of *saying, thinking, feeling*, etc., is only implied. And the subjunctive form may continue through any series of sentences, apparently independent.

(d) The omission of *daß*, *that* (§181, a) is especially frequent in this form of subjunctive sentence.

377. The regular rule for the subjunctive tense, and the most constant exception, are stated in §179. It may now be noted again that the confusion of subjunctive with indicative forms occurs more frequently in weak than in strong verbs. See §176, Remark.

(a) But frequently — and more commonly in later usage — the past subjunctive is preferred, where such confusion of form does not occur. As: er sagte, er könnte nicht kommen, weil er krank wäre (instead of *könne* — *sei*), *he said he could not come because he was sick*. This form is, indeed, now quite regular.

378. A direct past (preterit) is habitually expressed, indirect, by a subjunctive perfect, or — in case of ambiguous form — by a pluperfect. As: er bedauert — bedauerte — daß er zu spät gekommen sei, *he regrets — regretted — that he came too late*; mir leugnen, daß wir diesen Schritt geraten hätten, *we deny that we advised this step* — instead of the past subjunctive.

379. A direct future will give an indirect future subjunctive; but, in case of ambiguous form — or often otherwise — the past future, then in form like the conditional. As: er sagt — sagte — er werde zu Hause bleiben, *he says he will — said he would*, etc.; sie sagten, sie würden zu Hause bleiben, bis der Regen vorüber sein würde (or vorüber wäre), *they said they would remain at home until the rain should be over*.

NOTE. — The same general rule for subjunctive tenses applies also to the perfects: — present (or perfect); past (pluperfect); future (future perfect) — the tense form in each case being expressed by the auxiliary — which will be present or past, as required above.

380. An imperative is expressed indirectly by *sollen*, with an infinitive. As: der Lehrer sagt, du sollst schweigen; er sagte, wir sollten schweigen (direct: schweige; schweig).

381. But, in general, the indicative is used when the indirect statement is known or conceded as *fact* — hence as directly affirmed. As: er wußte, daß sein Bruder nicht kommen konnte, weil er krank war; gesetzt, ich tat es, *suppose I did it* (I grant that I did).

(a) Especially with a present tense, an indirect statement or question often appears as indicative, where a subjunctive might be expected (as §372, c). As: er sagt, er wird bald kommen; ich frage, ob du das Geld bezahlt hast.

382. Nearly akin to the indirect subjunctive is the use of a past or pluperfect subjunctive, in exclamation or question, to express a presumed statement whose truth is emphatically denied — the past here expressing present time; the pluperfect, past time. As: du rietest das, *you advise that!* (you say); er hätte das getan, *he did that* (you say — I don't believe it); wann hätte ich das getan, *when did I do that* (as you say)?

NOTE. — This form — sometimes called the *dubitative* subjunctive — might perhaps with equal reason be classed under the *unreal* subjunctive. The “exclamatory” or “expostulatory” subjunctive would be a better designation.

Written Exercise.

1. My father told me that he was going to New York and would not be back before to-morrow. 2. He said he had had a telegram from a business-friend who had come to New York from Chicago, but who was going back again day after to-morrow. 3. He told me I was to tell mother (§330) that he hoped to return to-morrow, but that she was not to be anxious if he did not come. 4. Father could not say for certain whether he would be back to-morrow or day after to-morrow. 5. He telephoned from the office that he was going to New York, but mother was not at home and the servant telephoned back that mother had said she would not be back for (auf) two or three hours. 6. Father regretted that he had not known yesterday that he would perhaps not be back to-morrow evening, for Mr. Smith had said that he and his wife were coming to visit us. 7. He felt that it was best to take the next train instead of coming home to tell mother. 8. Father told me I was to tell mother all this as soon as I came home. 9. Mother knew that father had gone to New York, because the servant had told her what father had telephoned. 10. She thinks he will come back to-morrow, because he hates to stay away longer than is absolutely necessary. 11. I hope he will come to-morrow, but suppose he does not come, we can easily tell Mr. Smith that father is in New York. 12. Mother asked if father took his overcoat, and when I told her that his overcoat was hanging in the hall she exclaimed: “He has gone in this cold weather without his overcoat (you say)!”

LESSON L.

THE UNREAL (CONDITIONAL) SUBJUNCTIVE.

383. (a) The use of the subjunctive — past or pluperfect — in expressing an *unreal condition*, or supposition contrary to fact, is briefly shown, §180. For omission of *wenn*, see §181.

(b) The entire sentence — the dependent member (*protasis*) stating the condition, and the principal member (*apodosis*) stating the consequence — is known as a *conditional* or *hypothetical* sentence.

384. Either member may be omitted:

(a) Frequently the *condition* is only implied, or indicated elliptically. As: *daß gäbe ich gern, that I would gladly give* (if I could); *wer hätte das geglaubt, who would have believed that* (if he had been told)? *an Ihrer Stelle hätte ich das nicht getan, (if I had been) in your place; du hättest das nicht sagen sollen, you should not have said that.*

(b) Or the *consequence* (*apodosis*) is not stated, in which case — especially with *doch* or *nur* — the statement is often equivalent to an *unreal* (or impossible) *wish*. As: *wenn mein Vater nur hier wäre* (but he is not); *wenn wir doch unsere Pferde gehabt hätten, if (I wish) we had had our horses* (but we did not).

NOTE. — Here, in the past subjunctive, the form coincides with §371, b. The *unreality*, as expressed by the mood, is in both the same — the distinction of meaning being found only in the subject-matter or in the context; but the pluperfect, expressing *past* time, is always *unreal*.

385. In lieu of the pluperfect subjunctive, in the principal member of an unreal condition, the past indicative is sometimes used, as if to express the perfect certainty of the result. As: *mit diesem Pfeil durchschöß ich Euch, with this arrow I*

should have shot you; sonst fand sie nicht den Weg, *otherwise she would not have found the way* — usually, however, only in poetic style.

386. But a condition which expresses either a simple future contingency, or a fact, is stated in the indicative — the present tense being used for the future. As: wenn er morgen kommt, *if he comes to-morrow*; wenn er das gesagt hat, *if he has said that* (assuming that he has); wenn die Römer tapfer waren, so waren sie auch klug, *if the Romans were brave, they were also prudent*.

387. Akin to the unreal subjunctive is the frequent use of the past or pluperfect subjunctive after a negative, expressed or implied — expressing the unreality of the excluded statement. This might be called the *subjunctive of exclusion*. As: ich habe keinen Freund, der mir lieber wäre, *I have no friend that is dearer to me*; es gibt keine Gewohnheit, die nicht einen tiefen Grund hätte, *there is no custom that has not a deep foundation*; er schlägt — schlug — mich, ohne daß ich ihn beleidigt hätte, *without my having offended him*.

NOTE. — More rarely, also, the present subjunctive — then nearly like §372, *b*. As: kein Mensch ist so stark, daß er der Freundschaft entbehren könne, *no man is so strong, that he can do without friendship*.

The Conditional

388. See §182. Remark also

(a) Like the conditional subjunctive (§384) the conditional is often used when the condition (protasis) is only implied. As: Mord würde mich entehren, *murder would dishonor me* (if I should commit it); ohne dich würde ich jetzt nicht leben, *but for you I should not*, etc.; sonst würde er das nicht gesagt haben (= hätte nicht gesagt), *otherwise*, etc. — the *present* conditional being either *contingent* or *unreal*, as §384, note.

(b) But the conditional must not be confounded with the genuine subjunctive (indirect) of the future (§379); as, *ich hoffte, Sie würden bald kommen*; nor of the passive (werden); as, *wir schickten von unserem Überfluß, daß einige gestärkt würden, we sent of our abundance, that a few might be refreshed* (subjunctive of purpose).

The Imperative.

389. The imperative hardly calls for special remark. Note however:

(a) In the imperative proper (2d person) the expression of the subject (du, ihr) is emphatic. As: *geh du mir aus dem Wege; habe du Geduld mit mir, do have patience with me; sorgt ihr für euch, do you look out for yourselves.*

(b) Other forms (really subjunctive) require the subject to be expressed (§370).

390. Several substitutes occur for the imperative. As:

(a) Periphrase with lassen; as, *laß uns gehen; laßt euch nicht verführen, let not yourselves be seduced.* Also wollen, as, *wollen wir eine Reise machen, let us make a journey* — a softened request.

(b) As already mentioned, with emphasis, the indicative present (§365) or future (§367); and, elliptically, an infinitive; or a perfect participle (§322).

For the imperative *indirect*, see §380.

Written Exercise.

1. Yesterday it was wretched weather, to-day the weather is beautiful; who would have thought it! 2. You should not have gone out yesterday. 3. If I had only stayed at home! 4. If the weather had only been better! 5. We all got so wet; had we only had our umbrellas! 6. Had I only not got so wet! 7. If to-morrow is fine I shall come; but if it

rains do not expect me, for the doctor has forbidden me to go out in wet weather again. 8. If he has said that he will come, then he will come; you can always rely on him. 9. There is nobody whom I would rather see than him, he was always my dear friend. 10. He knew it without (ohne daß) my having said a word. 11. It must be true, otherwise he would not have said it. 12. That would be dishonorable! 13. It was necessary, otherwise I should not have done it. 14. Do not let yourself be persuaded (§203, *b*), if you feel that it is not right. 15. Karl, do be diligent, do not be so lazy! 16. Had you only learnt a little more grammar! 17. I know you have learnt grammar. 18. In three years you would have learnt German. 19. Had I only known that! 20. Let us speak the truth!

LESSON LI.

THE MODAL VERBS.

391. See Lessons XXI, XXII. The usual form of the past or perfect (*have*) with modal verbs is given §201.

(*a*) Yet when the perfect sense belongs to the infinitive and not to the modal, the perfect infinitive is used, as in English. As: er kann das nicht gesagt haben, *he cannot have said* (it is not possible that he said); sie muß sehr jung gewesen sein, *she must have been very young*; er soll es getan haben, *he is said to have done it*; er wollte mich früher gekannt haben, *he claimed to have known me*.

(*b*) And similarly, though less frequently, in conditional phrases (§384). As: ich möchte dort gewesen sein, *I should like to have been there* (I wish I had been). Compare: ich hätte dort sein mögen, *I should have liked to be there*.

392. The distinction of mood in the modal verbs gives

rise to differences of sense, sometimes obvious, but sometimes requiring special attention, from lack of corresponding forms in English. As: *ich konnte nicht gehen, I could not go* (when invited); *ich könnte nicht gehen, I could not go* (if invited); *er mag gehen, he may go*; *er möge gehen, may he go*; *daß dürfte — daß dürfte — wahr sein, that might have been — might be — true, etc.*

NOTE. — In general, as a practical rule, it may be added that whenever English uses a past form for present or future time, the subjunctive is required in German.

393. In addition to their more regular senses the modals are used in a great variety of idiomatic — often colloquial — phrases, which must be learned by experience. The more usual senses are here recapitulated for reference:

Senses of Modal Verbs.

394. 1. Dürfen — primarily, but now rarely, *need* — usually with *nur*: as, *Sie dürfen nur fragen, you need only ask*. Usually, *permission, may, may or must not*: as, *darf ich gehen, may I go?* *man darf nicht rauchen, one must not smoke*; or *concession (may, might)* — usually subjunctive (§375): as, *daß dürfte wahr sein, that might be true*; also *dare*: as, *wer darf mir das sagen, who dares say that to me* (now more usually *wer wagt mir das zu sagen*).

2. Können — primarily *knowledge*: as, *ich kann Deutsch*; usually, *ability (can)*: as, *das Kind kann lesen*; *er konnte es nicht zu Ende bringen, he could not (was not able) to finish it*; — so usually of *persons*, hence, of *things*; *possibility (can, may)*: *es konnte nicht vollendet werden, it could not be finished* (it was not possible); *daß könnte — konnte — der Fall sein, that might be — might have been the case*; also, *permission*: *du kannst gehen, you may go*.

3. Mögen, primarily *power*: so now rarely; usually, *contingency (may, might)*: as, *wie das auch sein mag, however that may be*; *concession, probability*: as, *es mag so sein, it may be so*; *er möchte*

das denken, *he probably thought so; inclination, preference*: das mag ich nicht tun, *I don't like to do that*; ich möchte wissen, *I should like to know*; ich möchte lieber sterben, *I had rather die*; wish: möge er bald kommen, *may he come soon*; möchte es geschehen, *would that it might happen*.

NOTE. — Observe that in some uses dürfen, können, mögen nearly coincide.

4. **Müssen**, *necessity, compulsion (must, have to)*: as, ich muß — mußte — müßte bezahlen, *I must — had to — should have to pay*; *logical necessity*: das muß so sein, *that must be so*; er muß es getan haben, *he must have done it*.

5. **Sollen** (objective) *control by another, shall*: as, command, du sollst nicht stehlen; *obligation, duty (shall, am to, should, ought to)*: ich soll bleiben, *I am to stay (am ordered to)*; er sollte (subj.) das nicht tun, *he ought not*; wenn es so sein soll, *if it must be so*; *expectation, intent, meaning*: er soll morgen kommen, *he is expected to come to-morrow*; was sollen diese Worte? *what do these words mean?* *hearsay (from another)*: er soll — sollte — sehr reich sein, *he is said — was said — to, etc.*; *supposition (subjunctive)*: wenn er sterben sollte, *if he should die*; wie sollte das sein, *how could that (possibly) be?*

6. **Wollen** (subjective): *will, wish, want*; as, ich will das nicht tun; wo will er hin, *where does he want to go*; was will das sagen, *what does that mean (intend)? request*: wollen Sie die Güte haben, *will you have the goodness?* *immediate future*: als er (eben) sprechen wollte, *was about to speak*; *assertion*: er will es — will es nicht — getan haben, *he asserts — denies — that he did it*; also, *habit, requirement*: diese Pflanzen wollen nicht hier wachsen, *will not — do not — grow here*; solche Student wollen fleißige Arbeit, *require diligent work*.

NOTE. — *Will, would*, meaning *habitual action*, are expressed not by *wollen*, but by the simple tenses, present or past. As: *a fool will always talk too much*, rebet immer zu viel; *whenever he saw me, he would ask*, fragte er, etc.

Laffen.

7. For use of laffen as *causative auxiliary*, see §203; especially *b*. This form is of frequent use.

For laffen, with reflexive, as substitute for passive, see §272, *b*.
As substitute for imperative, §390, *a*.

Written Exercise.

1. The cat cannot have broken the cup, for she was not in the room. 2. The poor cat is always supposed to have broken everything. 3. If she was in the room she must have been very quiet. 4. I should like to have seen her in the room. 5. The carpenter could not come yesterday, but he could come to-morrow. 6. He has not been able to do the work. 7. He is said to have stolen money. 8. I cannot believe it, but of course it might be true. 9. Well, you need only ask and you will hear that it is true. 10. It may be so, but I should like to know who is supposed to have said it. 11. I don't like to hear such things of a man, and I only hope it may not be true. 12. We will ask him if he should come. 13. You ought to have asked him yourself. 14. He is to come this evening. 15. He asserts that he did not do it. — 16. She was just about going home when her husband came. 17. If he should die she will be a poor woman, for he has no life-insurance. 18. He ought to have insured his life. 19. That can not be so easily done if you have no money. 20. You must have been very young when you insured your life. 21. This old negro claims to have seen George Washington. 22. Well, he must have been very young when he saw him, and he must be very old now. 23. He is said to be more than a hundred years old. — 24. I could not go if I would. 25. Yes, but you could go if

you had to! 26. Who dares say that to me? 27. I know German, but you must not talk so fast. 28. Will you not have the kindness to talk a little slower? Certainly, I will speak as slowly as I can.

LESSON LII.

THE INFINITIVE.

395. See §111; also §168.

(a) It has been seen that the use of the simple infinitive and of the *zu* (*to*) infinitive coincides quite nearly with English usage.

(b) Observe, however, that the English verbal in *-ing* is often substantive (infinitive or "gerund"). This form has no exact correspondence in German, and therefore requires special attention.

The (Simple) Infinitive.

396. The simple infinitive is freely used as abstract noun (§97) — usually English *-ing*. As: *das Rauchen ist verboten, smoking is forbidden*; *schnelles Laufen greift an, quick running fatigues*; *die Folge des Lügens, the consequence of lying*; *das Singen süßer Lieder, the singing of sweet songs*; *Geben bringt Segen, giving brings blessing*; *das ist zum Lachen, that is laughable* (for laughing).

NOTE. — But if modified by an adverb or object, the infinitive is written as a verb; as, *zu schnell laufen ist gefährlich, too fast running, etc.*

397. The simple infinitive is used elliptically (as in English) in exclamation or rhetorical question — the *infinitive absolute*; as, *ich dich verlassen, I forsake you!* *warum mich*

wedert, *why wake me?* — also in imperative sense; as, nun schnell laufen, *now run quick*.

398. The simple infinitive is used with some verbs:

(a) With the auxiliaries, werden (future) and the modals; with lassen, and the like verbs (§204). See also below, §402, note.

(b) As predicate with sein; heißen, *to be called* (be); nennen, *to call* (English *-ing*); as, das ist — das heißt — Gott versuchen, *that is tempting God*; das nenne ich lügen, *I call that lying*.

(c) With some verbs expressing a *state*: bleiben, finden, haben, stehen — English present participle. As: er blieb stehen, *he remained standing* (he stopped); ich fand — hatte — das Buch dort liegen, *I found — had — the book lying there*; siehst du da hordjen — *listening?*

(d) With some verbs of *motion*: gehen, fahren, reiten; as, ich gehe jagen, *I go (a)hunting*; ich reite spazieren, *I take a ride* — and a few others; of implied motion, more rarely; as, führen, legen, schicken, etc.

(e) In a few set phrases: gut haben; nichts tun als. As: er hat gut reden, *he may well talk* (talks in vain); er tut nichts als reden, *he does nothing but talk*. See also tät, §185, note 2.

The Infinitive with zu.

399. The zu infinitive is never written as noun, but may stand in a noun relation:

(a) Less frequently as subject, unless modified; as, im Sommer zu reisen ist angenehm, *to travel in summer is pleasant*.

(b) But regularly as logical subject: es ist angenehm zu reisen.

400. Also absolutely:

(a) In exclamation, as §397, though less frequently; as, das Schwert hier zu ziehen, *to draw your sword here!*

(b) Or parenthetically; as, er flog, so zu fagen, *he flew, so to speak*.

401. The zu infinitive depends, generally, on nouns and adjectives, defining their meaning, in various relations. As: der Wunsch, Sie zu sehen, *the wish to see you*; die Kunst, reich zu werden, *the art of growing rich*; der Ruhm, glücklich regiert zu haben, *the glory of having reigned*; zu sterben bereit, *ready to die*; leicht zu verstehen, *easy to understand*; begierig zu hören, *eager to hear*; schrecklich anzuschauen, *terrible to behold*.

402. The zu infinitive is used, in general, in dependence on verbs, except the cases mentioned (§398). The close correspondence with English *to*-infinitive renders detail unnecessary. Some points of difference will be noted later.

NOTE.—In some cases usage varies; heißen, *to bid*, helfen, lehren, lernen (§204) may also take the zu infinitive, especially if it is modified.

403. As predicate after sein, bleiben, stehen the zu infinitive acquires a passive (*supine*) sense. As, das ist kaum zu erklären, *that is hardly to be explained*; vieles bleibt noch zu tun, *yet to be done*; das steht nicht zu ändern, *that cannot be changed*. (Compare: *a house to let*.)

Prepositions with zu Infinitive.

404. 1. When referring to the subject of the leading verb, the zu infinitive may be preceded by one of the following prepositions, which stands always at the beginning of the infinitive clause:

(a) By ohne, *without*, or by statt, anstatt, *instead* (of) — English *-ing*. As: er stand da, ohne mich zu sehen, *without seeing me*; er spielt immer, (an)statt seine Arbeit zu tun, *instead of doing his work*.

(b) By um (um . . . zu):

1. Expressing *purpose (in order) to*; as, ich studiere fleißig, um schnell zu lernen, *in order to learn*.

2. Limiting an adjective or adverb, modified by zu, too, or genug, *enough*; as, er ging zu schnell, um mich zu sehen, *he was going too fast to see me*; er ist alt genug, um das zu verstehen, *he is old enough to understand that*.

But um is often omitted when the sense is clear.

NOTE 1. — The infinitive phrase *so . . . as to* is so . . . zu, *as* being not translated; as, er war so gut, mich zu besuchen, *he was so good as to visit me*; or a daß clause, as below (§406, c).

2. In some such phrases und is used idiomatically; as, seien Sie so gut und besuchen Sie mich, *be so good and, etc.*

Written Exercise.

1. There is a German proverb: "Talking is silver, silence is gold."
2. Smoking is forbidden in the picture-galleries.
3. Why stay here, if you do not like the place?
4. That is wasting money, buying things which you do not need!
5. Did he do all this work? Well, I call that working!
6. Suddenly he stopped: there at (zu) his feet he saw the lost money lying.
7. The master found the gardener lying under a tree instead of working.
8. The gentlemen took a ride, the ladies took a drive.
9. He may well talk! He has done nothing but sleep when we were working.
10. It is pleasant to sit under shady trees on a hot summer-day.
11. To copy your exercise, when you could do it very well yourself! You ought to be ashamed of yourself!
12. The storm was terrible to behold: the boat sank, so to speak, beneath each wave.
13. My elder brother helped me to swim ashore.
14. That is hardly to be believed, but yet it is true.
15. Without getting angry he quietly ordered the man to

- leave the room. 16. The foolish boy went out into the rain and got wet instead of staying at home and keeping dry.
 17. We must walk fast in order to get home before night.
 18. The train was going too fast to stop and so the accident occurred. 19. The water is warm enough for (zum) bathing.
 20. Mr. Brown was so good as to lend me the book.

LESSON LIII.

• INFINITIVE EQUIVALENTS.

405. Some uses of the English infinitive cannot be so expressed in German. This is especially the case when the subject of the infinitive (expressed or implied) is not the same as that of the leading verb.

406. With changed subject the zu-infinitive after ohne, (an)statt, um, must be substituted by a finite verb-clause:

(a) After ohne, (an)statt, by a noun-clause with daß. As: er stand da, ohne daß ich ihn sah, *without my seeing him*; anstatt daß er zu mir kam, ging ich ab, *instead of his coming to me*, etc.

(b) Instead of um . . . zu, *in order to*, a purpose clause with damit or daß. See §372.

(c) Instead of (um) . . . zu, limiting an adjective or adverb, a comparative clause with als daß. As: er ist mir zu gut, als daß ich ihn necken sollte, *too good for me to tease him*.

407. Prepositions other than ohne, (an)statt, um, cannot be used with an infinitive. When, therefore, a noun-clause depends on such preposition, it is first represented, in the leading clause, by a da-compound (§237) and then:

(a) If the subject is unchanged, the infinitive with zu may follow in apposition; as, ich bestehe darauf, ihn zu sehen, *I insist*

on seeing him; ich denke nicht daran, Sie zu tadeln, I do not think of blaming you.

(b) Or a *daß*-clause; as, er rettete sich dadurch, daß er sich eilends versteckte, *he saved himself by hurriedly hiding.*

NOTE.—Of the two forms (a, b) some prepositions, as *an, auf, mit, von, vor, zu*, prefer the former, though variably; others, as *durch, gegen, über*, require the latter.

408. If the subject is changed, the *daß*-clause must be used (as §407). As: *ich bestehe darauf, daß er gehört werde, I insist on his being heard; ich erkannte ihn daran, daß er stammelte, I recognized him by his stammering* — the mood in such cases being determined as usual.

409. If, however, the English *-ing* with preposition is not *objective* but *adverbial*, it is expressed in German by an adverb clause. As: *after reading your letter, I wrote, nachdem ich Ihren Brief gelesen (hatte), schrieb ich; before leaving town he visited me, ehe er die Stadt verließ, besuchte er mich.*

410. In general the noun infinitive (§396) is used only in an *abstract* sense. When a definite action is meant a finite verb-clause must often be used. As: *your smoking so much is injurious, daß Sie so viel rauchen; his coming is doubtful, ob er kommen wird (werde), ist zweifelhaft.*

411. The English infinitive with *to* often requires other forms in German:

(a) Especially after many verbs with changed subject. As: *I wish him to do it, daß er es tue; I know him to be a thief, daß er ein Dieb ist; I believe it to be true, daß es wahr ist; order him to come, daß er kommen soll, etc.; or passive: he is known to be a thief,*man weiß, daß er ein Dieb ist, etc.*

NOTE.—On the other hand, with unchanged subject after verbs of *saying* and *thinking*, German often admits the *zu* infinitive when not possible in English. As: *he thinks he is an artist, er glaubt, ein Künstler zu sein.*

(b) Also, in condensed relative or interrogative sentences. As: *he is not the man to do that*. der das tun würde (who would): *I have no one to send*, den ich schicken könnte; *I know not what to do*, was ich tun soll.

(c) For the infinitive phrase *is to*, see sollen; for *is about to*, see wollen (§394).

Position of the Infinitive.

412. As has been seen (§115), the infinitive in compound verb-forms stands after all other adjuncts. Note also:

(a) An infinitive without zu is construed as a simple verb-adjunct; as, ich sah ihn schreiben; der Brief, den ich schreiben sah.

(b) Also, an infinitive with zu, if without adjunct, and depending on a simple tense, is often so construed. As: er fing zu weinen an; als er zu weinen anfing (but also, er fing an zu weinen, etc.).

(c) But the zu infinitive with adjunct is construed as a distinct clause. As: er fing an, heftig zu weinen; da ich wünsche, mit Ihnen zu sprechen — though, with very short adjuncts, exceptions may occur.

(d) Of successive infinitives, the governing one stands last, reversing the English order. As: er wird das nicht tun können; Ihr habt mich ermorden lassen wollen, *you have tried to have me murdered*. Observe that an infinitive clause is punctuated with a comma.

Written Exercise.

1. Without my saying a word he seemed to know what had happened. 2. Instead of his asking me, I had to ask him. 3. The story is too long for me to tell you it now. 4. Do not tell me everything! — Well, I am not thinking of telling you everything. 5. He pleased me very much by telling me the whole story. — 6. How did you recognize her? I did not recognize her, but sister recognized her by (an) her talking

in (mit) such a loud voice. 7. My sister insisted on (auf) my talking to her. — 8. The Irishman said that his friend was condemned to be hung, but that he saved his life by dying in prison. 9. After reading the book carefully I changed my opinion. 10. Before buying the shoes I tried them on. 11. Do not talk so much, your talking in the class disturbs the students. 12. His visiting us is not at all certain. 13. Do you want me to do it? Certainly I want you to do it, who else? 14. I don't believe it to be true, for he is known to be an honest man. 15. Did you order me to do it? I did not order you to do it, but I begged you to do it, for I have no one to ask but you. 16. He thinks he is a poet, but he is not the man to write poetry. 17. Don't you know what to do? Yes, I know what to do, but I don't know how to do it. — Well, I was about to show you what to do. 18. My father saw me writing the letter. 19. I saw him coming down the street. 20. When he saw me he began to run quickly towards me. 21. My old neighbor has wanted for a long time to have a house built, but he has never been able to sell his old house; so he has been obliged to stay in it, although he does not like the neighborhood. 22. He will soon be obliged to move. 23. We have been obliged to live here because father's factory is close by, and he has always wanted to live near it. 24. He ought to have been allowed to speak.

LESSON LIV.

THE PARTICIPLES.

413. The participles — present and perfect (§111) are essentially the same as in English, yet with some differences of use.

NOTE 1. — Some compound English participial forms are not found in German; as, *having loved, being loved, having been loved*. The form *geliebt worden*, in the passive, occurs only in connection with the auxiliary.

2. Distinction must again be made between the English *-ing* as present participle and the same form as infinitive (or *gerund*).

The Present Participle.

414. (a) As already stated the present participle is not used, as in English, to form verb-phrases — is *coming*, is *writing*, etc. (§112).

(b) Also the present participle is not used as a predicate except in purely adjective sense. As: *sie ist reizend, she is charming*; *das ist sehr bedeutend, that is very important*.

415. Standing for a clause, the present participle expresses only *concomitant action or manner*, and can refer only to the subject of the sentence. As: *mir die Hand reichend, grüßte er mich freundlich, offering me his hand, etc.*; *ihn lieblich ansehend, sprach sie, looking tenderly at him, etc.*

416. Otherwise the English present participle is usually expanded into a clause.

(a) When descriptive, into a relative clause. As: *the people living there, die Leute, die dort wohnen*; *I saw a boy going to school, der in die Schule ging*.

(b) When adverbial, into an adverb clause, with conjunction. As: *going to school, I met a boy, als ich in die Schule ging*; *not being at home, I did not see him, da ich nicht zu Hause war*; *doing your duty, you have nothing to fear, wenn du deine Pflicht tust*, etc.

NOTE. — 1. In a few phrases the present participle is used idiomatically; as, *eine melkende Kuh, a milking cow*; *die betreffende Frage, the question concerned*.

2. For English present participles with *kommen*, see below, §419, b.

The Perfect Participle.

417. The perfect participle corresponds so nearly with its use in English: in forming compound tenses; as participle; as adjective, etc., that hardly any detailed statement of the more regular uses is necessary.

NOTE. — For the substitution of the infinitive form in perfect of modals and some other verbs, see §199.

418. Many words, properly perfect participles, are used as mere adjectives, and as such have sometimes special senses. As: ein gelehrter Mann, *a learned man*; beredt, *eloquent*; bejahrt, *aged*; vollkommen, *perfect* — and others.

419. The perfect participle has some idiomatic uses. As:

(a) Absolute (elliptical); as, gesetzt, ich tat es, *suppose I did it*; or with accusative (§363); or parenthetical; as, diesen Fall ausgenommen, *this case excepted*; or as imperative (§322), and in some abridged phrases; as, gut begonnen, halb gewonnen, etc.

(b) With kommen, expressing *manner*; as, er kam gelaufen, *running*.

(c) With heißen, *to call, to be (called)*, as if infinitive. As: das heiße ich gelogen, *I call that lying*; das heißt schnell geschrieben, *that is quick writing* (§398, b).

420. In consequence of inflection, the perfect participle, as adjective or noun, is used more freely than in English, implying various subordinate relations: as, *relative, time, cause, manner*, etc. — often requiring in English to be expanded into a clause. As: jetzt darf ich die besiegte Schwachheit eingestehen, *now I may confess the weakness which I have conquered*; zitterte vor der Enthaupteten, *tremble before her when beheaded*; der Britte haßt die Gefürchtete, *the Briton hates her because he fears her*; or by a noun clause: as, das Erzählte, *what has been told*; das Borgefallene, *what has (had) happened*.

NOTE. — A number of adjective words are formed like perfect participles, to which no verb corresponds; as, *geflügelt*, 'winged'; *begabt*, *gifted*, etc. (as also in English).

The Future Passive Participle.

421. For the form and use of the future passive participle (or gerundive) see §276. It is formed only from transitive verbs, and used only attributively.

Position of the Participle.

422. (a) In compound verb-forms, see §115.

(b) When equivalent to a clause, the present participle regularly, the perfect participle usually, stands after all its adjuncts.

(c) As *adjective*, a participle, if *attributive*, is preceded by all its adjuncts, often requiring to be expanded into a clause in English. As: *diese große, schöne, von der geliebten Königin neu erbaute Kirche*, *this great and beautiful church (which had been) newly built by the beloved queen*; *aus einem von einem Engländer neulich geschriebenen Buche*, *from a book lately written by an Englishman* — or much longer examples. But (appositive): *der Held, von seinen Feinden umgeben*; or, *umgeben von seinen Feinden*, *surrounded by his foes*.

NOTE. — This attributive construction is often — especially in earlier language — extended to great length, giving great condensation of expression. But in general, complicated forms are now avoided, especially in conversation, and in the fine literary style. Such forms are, however, frequent in scientific writing, and in newspapers — also in letters — where great condensation is desired. In general, they are not to be imitated by the student.

Written Exercise.

1. Going home from church I met Miss Schökopf.
2. She looked charming in her winter furs. 3. Shaking

hands she wished me a Merry Christmas and a Happy New Year. 4. Thanking her I told her that she herself looked like a Christmas card. 5. Blushing prettily she told me that the furs were a present from her father. 6. We could not talk long, for all her friends coming out of church wanted to speak to her. 7. After having asked her if I might have the pleasure of calling on her I had to say good-bye. 8. Having been to school with her when we were children, I formerly knew her very well. 9. Not having seen her for so many years, I hardly recognized her at first. 10. She came walking down the street, the perfect picture of a pretty German maiden. 11. Smiling prettily she said that her father and mother would be much pleased to see me, having often asked after me and wondered what had become of me. 12. Her father is a learned man: it is a true pleasure to hear him talk. 13. This beautifully bound book, illustrated by a great artist, was a gift from him to (an, acc.) me when I was a boy. 14. Being himself a German like my father, he was a great friend of my late parents. 15. Well begun is half won! so I think I will call on her aged parents. — 16. The gifted speaker spoke with winged words. 17. The letter received by me this morning was from an old, long-forgotten friend. 18. That is a book still to be written. 19. It was a picture not to be described. 20. May this book, written with great care, be a blessing to students learning German!

Concluding Remark.

The essential uses of the Parts of Speech, not included in the foregoing Lessons (of Part III) have been, it is believed, sufficiently indicated in the several Lessons under each topic in Part II — at least so far as is necessary for the purpose of an elementary grammar. The Lessons of Part III include

the more important differences of German and English syntax. The more minute details of usage, and especially idiomatic or occasional forms, are to be learned by experience, and by constant observation in reading and use — or, for the advanced student, by consulting the larger grammars, which now, happily, are abundantly accessible.

NOTE. — Most of the foregoing exercises will probably suffice for more than one lesson; but the subdivision or selection is left to the teacher.

It is supposed that the writing of German will be continued by the use of a book of German Composition, especially for practice in connected discourse.

APPENDIX I.

I. ORDER OF WORDS: SUMMARY.

1. The rules for word-order have been given gradually, in connection with the successive topics.¹ A brief summary will now be added, for convenient reference or review.

2. The chief point is the position of the finite verb:

- (a) Verb following subject *normal* order.
- (b) Verb preceding subject *inverted* order.
- (c) Verb at end of clause *transposed* order.

NOTE. — Observe that if there are no verb adjuncts, the normal and the transposed order are identical: subject and verb.

3. These positions occur regularly thus:

1. Principal Sentences:

- (a) When introduced by subject *normal*.
- (b) Introduced by verb-adjunct. *inverted*.

— in both of these the verb holds the *second* place.

2. Dependent Clauses:

- (a) When introduced by connective *transposed*.
- (b) When *daß*, *that*, is omitted as *principal* sentence.
- (c) When *wenn*, *if*, is omitted *inverted*.

3. Without Introductory Word:

- (a) Interrogative sentences *inverted*.
- (b) Imperative, Optative, Concessive *inverted* (usually).

NOTE. — Parenthetical sentences are construed as 1, b, i. e. *inverted*.

¹ See the following sections: Normal and Inverted Order, §76; Transposed Order, §§153, 200; Compound Verb-Forms, §115; Adjectives, §148; Complex Sentences, §163; Condensed dependent Clauses, §181; Objects, §211; Verb-Prefix, §§220, 231; Relative and Interrogative, §259; Passive Forms, §277; Adverbs, §291; Conjunctions, §§295, 297, 301; Prepositions, §309; Infinitives, §412; Participles, §422.

Special Cases of Verb Position.**4. The following special cases are to be noted :**

- (a) A transposed verb precedes two infinitives or other verbals (§277)
- (b) Frequently an adverb phrase stands after a transposed verb (§291, 4).
- (c) After a conditional or concessive clause, inversion of principal sentence is sometimes omitted (§163, *d*).
- (d) Also, after some introductory adverbs (§300).
- (e) For repetition of subject, after inversion, see 12, p. 290.

Position of Words not Verbs.

5. The general principle seems to be that the more important elements tend towards the end of the sentence — so that usually a modifier or dependent word stands before the modified or governing word. Thus, in verb adjuncts :

- (a) As the most important modifiers of the verb, the separable prefix, the perfect participle and the infinitive stand last — and in this order, when occurring together.
- (b) For the same reason an infinitive, and usually a participle, stands at the end of its clause; and of two infinitives or participles, the governing one stands last.
- (c) Also, a predicate noun or adjective; and (with this exception) *nicht* and other negatives, when modifying the verb or the entire sentence, stand after other adjuncts. (See §291, 3.)
- (d) The same principle appears in the usual order of objects (§211); the direct after the indirect noun, the noun after the pronoun; and in pronouns, the heavier after the lighter.

NOTE. — It is this principle also that determines the transposition of the dependent verb, which is felt as the chief modifier of the principal sentence, and which also marks the limit or end of the dependence.

6. For the order of adverbs, see §291; for modifiers of the noun, §342; of adjectives, §148.

7. In general the order of words not verbs is the same in all sentences. Except that:

- (a) In *inverted* or *transposed* order a pronoun object or an adverb may precede a subject noun (§291, *b*). But in normal order an adverb may not stand between subject and verb.

8. For the simple connectives, which do not influence order, see §295; for other conjunctions as influencing word-order, see §§298, 301; for the loose, or parenthetical use of some adverbials, see §300; for words causing different order in different senses, see §301, *b*.

NOTE. — For reference the regular order of possible verb-adjuncts (all of which, however, can hardly occur together) may be shown thus: 1. Pron. Objects: *a*. accusative, *b*. dative; 2. Adverb Time; 3. Noun Objects: *a*. Dat., *b*. Accus., *c*. Gen.; 4. Adverb: *a*. Place, *b*. Manner; 5. Objects with prep.: *a*. person, *b*. thing; 6. nicht; 7. Pred. noun or adj.; 8. Last, the non-personal part of the verb: sep. pref., part., infin., in their order (§5, *a*).

Emphatic and Poetic Order.

9. (*a*) Emphasis may largely influence word-order. Almost any word may thus become introductory; as (participle) *geflohen war alles, gone were all*; (infinitive) *ermorden kann sie mich, murder me she can*; (or finite verb) *liegt doch der See so ruhig, so quiet lies the lake*.

(*b*) In poetry there is great freedom of position, under influence of rhythm as well as of emphasis.

Dependent Clauses.

10. Too great complexity is to be avoided, especially in the construction of dependent clauses. For this reason, such a clause will often stand outside of the logical framework to which it belongs. As: *dazu ließ ihm sein Vater keine Zeit, der ihn gleich bei der Hand ergriff, his father . . . who*; *er blieb stehen, einen Stein zu betrachten, der auf dem Wege lag, etc.* Especially the concurrence of two transposed verbs must be avoided; as, *wie er den Brief las, den er eben erhalten hatte, as he read the letter, which*, etc. See also infinitive clauses, §412. The present tendency in modern German is, in general, towards simpler forms of construction than formerly.

REMARK 1. — By fixed position of verbs, as well as by freer use of the comma, German may support complicated sentences hardly possible in English. But English may avail itself, in translation, of greater freedom of word-order; especially in dependent clauses and in the position of adverb modifiers. The German order should not be imitated, to the sacrifice of idiomatic freedom.

2. The position of the verbs in German is the key to the relations of the sentence, and will usually solve seeming difficulties. Hence the general rules should be early learned, and the student should note and account for all variations. Once fully learned, then rules are a most helpful guide.

II. REPETITION OR OMISSION.

11. In German, as in English, the repetition of a word or words common to two or more terms may usually be omitted, giving rise to contraction (*analepsis*). The general principle is the same in both languages: viz.,

Omission may occur whenever the common terms belong in *like form* and in *like relative position* to all the respective terms. Otherwise the common term must be repeated. As, for example:

One subject with several verbs;

One verb with several subjects;

One verb with several objects;

One object with several verbs;

One auxiliary with several verbals (participles or infinitives);

— and so on, in general.

NOTE. — Exception occurs in German when a normal verb, with the same subject, immediately follows an inverted verb (§295, *b*). As: *bann ging er nach Hause und rief seine Frau.*

12. In general, repetition or omission will occur under like conditions in both English and German. But sometimes differences arise:

- (a) When the same grammatical *form* does not apply — requiring generally repetition in German when not necessary in English. As, *his wife and child*, *seine Frau und sein Kind*; *with or without him*, *mit ihm oder ohne ihn*; *he met and greeted me*, *er begegnete mir und grüßte mich*; *when he had come and seen*, *als er gekommen war und gesehen hatte* (different auxiliary), etc.

- (b) When the relative *position* is not the same. As: er hat mich angesehen und begrüßt; but: er sah mich an und grüßte mich; *he left the city and then wrote*, er verließ die Stadt und dann schrieb er; or, without repetition: und schrieb dann, etc. See § 291, a.

NOTE. — Sometimes repetition is used for emphasis; but this belongs rather to rhetoric than to grammar. Special cases should be noted as they occur.

III. ACCENT: SUMMARY.

The following summary of the chief rules of Accent is added for convenient reference (from Joynes' Shorter German Reader):

1. *Uncompounded words*: Accent *root-syllable* — usually the *first*.
2. *Words formed by prefixes*: Accent separable prefixes *always*; inseparable, *never*; — the negative *un-*, *usually*; *ant-*, *ur-*, *always*.
3. *Other compounds*: Each component retains its own accent; but:—
 - (a) Chief accent on *first* in nouns, adjectives, verbs.
 - (b) Chief accent usually on *last*, in other parts of speech.
4. *Foreign words*: retain *original* accent; hence, usually, accent last syllable.

Exceptions — or doubtful cases, whenever occurring — are marked in the text or in the Vocabulary.

APPENDIX II.

I. WORD-FORMATION (Wortbildung).

REMARK. — The processes of word-formation do not properly belong to elementary grammar. But as an aid in acquiring and retaining a vocabulary some of the more important forms will be briefly given for convenient reference.

1. While, theoretically, words are derived from primitive — often obscure or conjectural — roots, practically, for the present purpose, all words of which no simpler form exists may be considered as primitive. Only those forms will be considered which exhibit change.

2. The processes of word-formation are known as *derivation* and *composition* — the latter term applying to the union of distinct and complete words. But the line is not always clearly drawn between the two. Derivative affixes were, at first, probably distinct words; and *inflection* itself is only a more constant form of derivation. In what follows, only the most usual and obvious forms will be considered.

A. Derivation.

3. Derivation is effected:

(a) Without affix — with or without internal change.

(b) By affixes — with or without internal change. Thus:

a. DERIVATION WITHOUT AFFIX.

4. Derivation is indicated by change of root-vowel (Umlaut). As,

binden, to bind;	das Band, the ribbon
	der Bund, the bond
klingen, to sound;	der Klang, the sound
schießen, to shoot;	der Schuß, the shot
schließen, to shut;	das Schloß, the lock
	der Schluß, the close

5. But also — though less frequently — the root-vowel may re-

main unchanged, and then the stems are practically identical. As, *fallen, to fall*; *der Fall, the fall*; *schlagen, to strike*; *der Schlag, the stroke*; *sitzen, to sit*; *der Sitz, the seat*, etc.

NOTE. — Thus are derived — without affix — some verbs and nouns, and a few adjectives — called *strong* derivatives — mostly from strong verb-roots. Formally, the derived word is as simple as the verb-root, but the latter is assumed as the primitive form.

6. Derivation is indicated by vowel-modification (Umlaut). As:

<i>fallen, to fall</i>	<i>fällen, to fell</i>
<i>Trost, comfort</i>	<i>trösten, to comfort</i>
<i>tot, dead</i>	<i>töten, to kill</i>
<i>offen, open</i>	<i>öffnen, to open, etc.</i>

NOTE 1. — In general, umlaut is a sign of derivation (or of inflection) and is to be removed to find the primitive.

2. Umlaut — itself the result of affix, influencing the original vowel — is usually accompanied by affixes (as hereafter).

3. Umlaut is sometimes disguised; so, frequently *e* for *ä*: as, *Eltern, parents*, from *alt, old*; or as umlaut of *i, ie*; as, *sitzen, setzen*; *liegen, legen* (as below); but such cases cannot be given in detail.

7. Here belong — with various relations of the root-vowel, the so-called *causative* or *factive* verbs — weak transitives from strong intransitives (as also in English). As:

<i>fahren, to go</i>	<i>führen, to lead</i>
<i>fallen, to fall</i>	<i>fällen, to fell</i>
<i>liegen, to lie</i>	<i>legen, to lay</i>
<i>sitzen, to sit</i>	<i>setzen, to set</i>
<i>trinken, to drink</i>	<i>tränken, to drench</i>

and others.

8. The final consonant may also undergo change. As:

<i>biegen, to bend</i>	<i>büßen, to bow</i>
<i>wachen, to watch</i>	<i>weden, to awaken</i>
<i>triefen, to drip</i>	<i>der Tropfen, the drop</i>
<i>ziehen, to draw</i>	<i>der Zug, the draught</i> (as §4)

9. Sometimes an inflected or an enlarged form is used as the base of derivation. As:

- (a) A plural; as, *blättern, to turn leaves* (*die Blätter*).
- (b) A comparative; as, *nähern, to bring nearer* (*näher*).
- (c) An enlarged stem; as, *reinsigen, to clean* (*rein*).

The foregoing may suffice to indicate the different forms of derivation without external affix. The student may note examples — and also English analogies as they occur.

b. DERIVATION BY AFFIX.

10. Derivation by affix is more common than by internal change, though sometimes accompanied by it; and suffixes are more common than prefixes.

For convenient reference the affixes will be exhibited alphabetically, with only brief illustration.

1. Derivation by Prefix.

11. The prefixes of derivation modify variously the meaning of the simple word. They apply also to secondary derivatives; as, *abergläubig* from *Übergläuben*, etc.

NOTE 1. — The most important prefixes are those which form the inseparable verbs. These have been shown Lesson XXIV. From these verbs come a large number of other derivatives, which, however, do not need to be separately shown.

NOTE 2. — In some cases a prefix has been obscured; as, *ge*, in *g(e)lauben*, *Ge(e)läch*; *ber* in *ber(e)jen* (*berejjen*); and in some other cases (not here included) a prefix is rare or doubtful.

PREFIXES OF DERIVATION: ALPHABETICAL LIST.

12. *aber-*, repetition, excess (rare):

(adverb): *abermals*, *again*

(nouns): *der Übergläube*, *superstition*.

after-, 'after,' not genuine (nouns):

das Afterkind, *posthumous child*

der Afterkönig, *false king*.

ant-, against, back, related to *ent* (rare):

die Antwort, *the answer*.

be- (verbs, §216); some adjectives:

bequem, *convenient*

bereit, *ready* ✓

emp= (verbs, §213) }
 ent= (verbs, §216) } including also derivatives, as Note 1.
 er= (verbs, §216) }

erz=, 'arch,' chief, very; a few nouns and adjectives:

der Erzengel, *archangel*

erzfaul, *very lazy*

ge=, origin obscure, meaning various (verbs, §216); in nouns often
collective:

(nouns): das Gebirge, *mountain range*

das G(c)lück, *luck*

die Geduld, *patience*

(adjectives): geheim, *secret*

getreu, *faithful*

miß=, 'mis,' astray, wrong (verbs, §227); in nouns, takes the accent:

der Mißbrauch, *misuse*

der Mißgriff, *mistake*

un=, negative; for accent see §50¹.

(nouns): der Unsinn, *nonsense*

(adjectives): untreu, *unfaithful*

undentbar, *unthinkable*

ur=, original, ancient — related to er=.

(nouns): das Urbild, *prototype*

die Ursache, *cause*

der Urwald, *the primeval forest*

(adjectives): uralt, *primeval*

bet= (verbs, §216)

zet= (verbs, §216)

NOTE 1. — For *hinter*, *wider*, and some other prefixes used as inseparable in verbs, see §227.

2. As already stated (§215) the inseparable verbs are usually called *compounds*; but not properly so. • See §2 above.

¹ The prefix *un-*, always accented in nouns, is also accented in most adjectives, especially if the simple form is in use; but not usually in verb derivatives ending in *-bar*, *-lich*, *-sam*. Special exceptions occur; as, *unenb'lich*, *infinite*; and in some cases usage is variable.

2. Derivation by Suffix.

13. The most common form of derivation is by suffixes, which are very numerous. These are sometimes accompanied by root-change; sometimes also by prefixes, as examples will show.

(a) As stated §6, umlaut is often connected with derivation by suffix — in some cases quite constantly; but no general rule can be given.

14. Sometimes the same suffix is used in different senses, with different parts of speech.

(a) Sometimes the suffix is itself obviously derivative; as, -artig, from *Art*, *kind*; or compound; as, *erei* (= *er*+*ei*); or inflectional; as, -*ling*; and some are still used as distinct words, as, *los*, *voll*. See §2.

All of these are for convenient reference included in the list, with brief examples.

15. SUFFIXES OF DERIVATION: ALPHABETICAL LIST.

-**artig** (adjectives) — manner: *hundartig*, *doglike*
großartig, *magnificent*

-**at** (nouns) — rare: *die Heimat*, *the home* (*heim*)

-**bar** (adjective) — producing: *fruchtbar*, *fruitful*
furchtbar, *terrible*
 sometimes passive: *denkbar*, *thinkable*

-**chen** (verbs) — intensive: *horch**en*, *to harken* (*hören*)
*schnar**chen*, *to snore* (*schlafen*)

-**chen** (nouns) — neuter diminutives (English -*kin*). See §97.
*das Bäum**chen* (*der Baum*)
*das Mäd**chen* (*die Magd*)

sometimes with -*el*: *das Büchel**chen* (*das Buch*)

-**h** (nouns) from verbs — rare: *der Brand* (*brennen*)

-**he** (nouns) from verbs: *die Freude*, *the joy* (*freuen*)
die Kunde, *the news* (*kennen*)
das Gemälde, *the painting* (*malen*)
die Zierde, *the ornament* (*zieren*)

ge (nouns); frequent; many feminine (abstract):

from verbs, often with root change:

die Gabe, *the gift* (geben)

die Sprache, *the speech* (sprechen)

from adjectives — with umlaut — abstracts:

die Güte, *goodness* (gut)

die Höhe, *height* (hoch)

and many weak masculines, derivatives and appellatives:

der Bote, *the messenger* (bieten)

der Preuße, *the Prussian*

— and neuters, with prefix *ge-*; das Gebirge, *the mountain range*

ei (nouns) — foreign, accented (French *ie*):

from verbs: die Schmeichelei, *flattery* (schmeicheln)

from nouns: die Reiterei, *the cavalry* (Reiter)

— also in foreign derivatives.

el (nouns) — instrument: der Deckel, *cover* (bedecken)

der Flügel, *wing* (fliegen)

— or diminutive: das Bündel, *bundle* (binden)

— so in proper names: Grebel (= Gretchen), (Margareta)

el (verbs) — intensive; often depreciative; with umlaut:

grübeln, *to grovel* (graben), brood

frömmeln, *to cant* (fromm)

or diminutive: lächeln, *to smile* (lachen)

en (nouns) — from verbs: der Graben, *the ditch* (graben)

der Glaube(n), *the faith* (glauben). See §119

and infinitive nouns (§97).

en — (adjectives) — material — golden, *golden* (Gold)

ens — (adverb). See §286, c. For *enz*, see 3, below.

er (nouns) — masculine agent, or appellative:

from verbs: der Bäcker, *baker* (backen)

from nouns: der Gärtner, *gardener* (Garten)

der Schweizer, *Swiss* (Schweiz)

— also used adjectively indeclinable. See §147, 2.

- er** (verbs)—intensive: klappern, *to rattle* (klappen)
 schläfern, *to be sleepy* (schlafen)
- erei'** (= er+ei): die Sklaverei, *slavery* (Sklav)
 also depreciative: die Spielerei, *mere play* (Spiel)
- erlei** (= er, gen. fem.+lei)—numerals. See §319.
- ern** (adjective)—material: hölzern, *wooden*
 steinern, *of stone*
- fadj** (adjective)—numeral. See §319.
- faltig, =fältig** (adjective)—numeral (Eng. *fold*). See §319.
- haft** (adjective): fränkhaft, *sichly* (frank)
 als **=haftig**: wahrhaftig, *real* (wahr)
- heit** (nouns) fem. abstracts (Eng. *hood, head*):
 die Freiheit, *freedom* (frei)
 die Menschheit, *humanity* (Mensch)
- ich**, a few masculine nouns (see -rich)
 der Kranich, *the crane* (Krane)
- icht**, a few nouns: das Dickicht, *thicket* (dick)
 A few adjectives (related to -ig below)
 töricht, *foolish* (Tor)
- ie'** (foreign nouns)—related to ei, above:
 — only in foreign words. For accent see §55.
 die Philosophie, *philosophy*
- ier'** (verbs)—accented — usually foreign: regie'ren, etc.
 A few German: buchstabieren, *to spell* (Buchstabe)
 -ier' is also ending of some foreign nouns; as, der Offizier', etc
- ig** (adjectives)—frequent (English -y):
 blutig, *bloody* (Blut)
 mächtig, *mighty* (Macht)
 pronominals: meinig, *mine* (mein)
 einig(e), *some* (ein)
 — combines also with -fett, -lich, below.
- in** (nouns)—fem. appellative — with umlaut:
 die Gräfin, *the countess* (Graf)
 die Königin, *the queen* (König)

- ig** (adjectives) — frequent (English *-ish*):
irdig, *earthly* (Erde)
(depreciative): kindig, *childish* (Kind)
- feit**, (nouns) — fem. abstracts, from adjectives:
die Bitterfeit, *bitterness* (bitter)
— sometimes with =ig — die Kleinigkeit, *the trifle* (klein)
- lei**, see •erlei
- lein** (nouns) — neuter diminutives (§97):
das Kindlein, *the little child* (Kind)
das Fräulein, *the young lady* (Frau)
- ler** (nouns) masc. agent (from el + er):
der Künstler, *the artist* (Kunst)
der Tischler, *the joiner* (Tisch)
- lich** (adjectives) — frequent (= *like*, *-ly*):
männlich, *manly* (Mann)
möglich, *possible* (mögen)
— or diminutive: rötlich, *reddish* (rot)
— or enlarged form: fürchterlich, *terrible* (Furcht)
— with =ig: gnädiglich, *gracious* (Gnade, gnädig)
— also as adverb: bitterlich, *bitterly* (bitter)
- ling** (nouns), masc. (Eng. *ling*):
der Findling, *foundling* (finden)
der Fremdling, *stranger* (fremd)
- ling** (adverb), see §286, c.
- los** (adjectives) — deprivation (Eng. *less*):
freundlos, *friendless* (Freund)
- mal** (numerals), see §319; •**mal** (adverb), see §286, c.
- mäßig** (adjectives): from Maß, *measure*:
regelmäßig, *regular* (Regel)
- ner** (nouns) — few — masc. agent (from •er):
der Glöckner, *the bell-ringer* (Glocke)
- nis** (nouns) — usually abstracts; neut. and fem.:
das Gleichnis, *the parable* (gleich)
die Kenntnis, *the knowledge* (kennen)
das Zeugnis, *the testimony* (zeugen)

- =reich** (adjectives): geistreich, *intelligent* (Geist)
volkreich, *populous* (Volk)
- =rieh** (nouns) — few — masculine (= er + ieh, above):
der Entenrieh, *drake* (Ente)
der Gänserieh, *gander* (Gans)
- =sal** (nouns) — usually, not always, neuter:
das Schicksal, *the fate* (schicken)
die Trübsal, *the trouble* (trüben)
- =sam** (adjectives) — English *-some*:
heilsam, *wholesome* (heilen)
langsam, *slow* (lang)
- =sch** (verbs) — few; intensive (see -th):
herrschen, *to rule* (Herr)
- =schaft** (nouns) fem. — usually abstract — (Eng. *-ship, -scape*):
die Freundschaft, *friendship* (Freund)
die Landschaft, *landscape* (Land)
- =sel**; weakened form of **=sal**: a few nouns:
das Rätsel, *the riddle* (raten)
- =selig** (= sal + ig) a few adjectives:
mühselig, *troublesome* (Mühsal)
- =st** (ordinal numerals, and superlatives), see §§315, 186.
(A few nouns): die Kunst, *art* (kennen)
- =t** (ordinal numerals, §315).
A few fem. nouns: die Geburt, *birth* (gebären)
die Schrift, *writing* (schreiben)
Note t “excrecent”: as, eigentlich, *properly*, etc.
meinetwegen (*metnetwegen*). See
§309, d.
- =tel** (numerals), see §319
- =tum** (nouns, §109). English *-dom* — usually neuter:
das Königtum, *kingship* (König)
der Reichtum, *riches* (reich)
- =ung** (nouns); fem. abstracts, from verbs (Eng. *-ing*):
die Bewegung, *motion* (bewegen)
die Warnung, *warning* (warnen)

- =**voll** (adjectives) — English *-full* (ful):
leidvoll, *sorrowful* (Leid), etc.
- =**wärts** (adverb) — direction; (Eng. *ward(s)*). See §286.
südwärts, *southwards* (Süd)
vornwärts, *forwards* (vor)
- =**weise** (adverbs) = *way, manner*. See §286.
- =**z** (verbs) few: ächzen, *to groan* (ach)
rufen, *to call* thou (du)

A few isolated forms are omitted. Note that some suffixes, as *los*, *reich*, *voll*, might also be included under compounds.

B. Word-Composition.

16. Word-composition is much more widely used in German than in English. Besides recognized compounds, many — especially nouns — are freely made on occasion. These are often not found in any dictionary.

a. COMPOSITION OF VERBS.

17. The composition of verbs has been explained in connection with the conjugation. See Lessons XXIV, XXV, XXVI.

The inseparable prefixes are included §216.

NOTE. — The separable verb-prefixes are simply adverbial modifiers, which by habit of use have come to be regarded as part of the verb, and so, in some forms, written in one word with it. See §225.

b. COMPOSITION OF NOUNS.

18. Compound nouns, both constant and occasional, are very common. For accent, see §52; for hyphen, §61.

19. In all genuine compounds there are only two components, though either or both of these may also be compound. Thus: *Reisenbillet*, *railroad-ticket*, includes four words — but only two components, each a compound.

This must be noted in determining the principal and secondary accents.

20. The last component is regularly a noun. The first — known as the *determining* component, which in some way limits or depends on the second — may be of various forms. The combined meaning is usually obvious; but in some cases special senses are required.

21. The composition is usually made by simple juxtaposition of word-stems. As:

- (noun — noun): die Baumwolle, *the cotton*
- (adjective — noun): der Edelfein, *the jewel*
- (verb — noun): die Schreibfeder, *the writing-pen*
- (adverb — noun): die Außenseite, *the exterior*
- (preposition — noun): der Umlaut, *change of sound*, etc.

22. Sometimes the first component shows a modified form: .

- (a) A genitive; as, das Tageslicht, *daylight*; das Wirtshaus, *the inn*.
- (b) By analogy, a genitive form is sometimes shown in feminines; as, der Geburtstag, *the birthday*. Or an old genitive form is retained; as, der Sonnenschein, *the sunshine*.
- (c) A connecting *e* is sometimes used; as, das Lesebuch, *the reading-book*; das Tageswerk, *the day's work*; or *e* may be dropped, as, das Schulbuch, *the school book*.
- (d) In some cases the first component is plural; as, die Kinderstube, *the children's room*; das Wörterbuch, *the dictionary*.
- (e) Quite irregular are a few loose compounds of adjective and noun, in which the adjective is inflected; as, der Hohepriester, *the high priest*; des Hohenpriesters, etc.

23. A few compounds are simply phrases; as, das Vergißmei= nicht, *the forget-me-not* (mein, old genitive).

24. When a compound is common to two or more consecutive words, it is usually written only once, and indicated in the others by a hyphen. As: Fest= und Sonntage, *holidays and Sundays*; Vokal=länge und =fü=ge, *length and shortness of vowels*; auf= und ab= laufen, *to run up and down*.

c. COMPOSITION OF ADJECTIVES.

25. Compound adjectives are made quite like compound nouns — the last component being an adjective or participle. Accent, §52.

- (a) Simple juxtaposition, as §21 (above):
 (adj. — adj.): hellblau, *light-blue*
 (noun — adj.): seekrank, *seasick*
 (verb — adj.): merkwürdig, *remarkable*
 (adv. part.): wohlgeboren, *well-born*
 (noun part.): heilbringend, *salutary*
- (b) With modified form, as §22:
 (genitive): liebenswürdig, *amiable*
 (plural): gedankenreich, *thoughtful*
- (c) And by analogy, as §22, b:
 liebeskrank, *lovesick*
 hoffnungsvoll, *hopeful*

NOTE 1. — As stated above (§2), the line is not always clearly drawn between compounds and derivatives; as in hoffnungsvoll, etc.

2. Also, as in nouns, the compound adjective may contain more than two words, but only two components; as, hochachtungsvoll, *very respectfully*.

d. COMPOSITION OF ADVERBS.

26. The form and accentuation of compound adverbs have been explained §287.

e. OTHER COMPOUNDS.

27. (a) Compound prepositions are such as: anstatt', zuwider', gegenü'ber; or disguised, as binnen (= bei—innen).

(b) Compound conjunctions are such as: wiewohl', obgleich', jedoch', etc. Accent as §52, d.

NOTE. — Phrases like so bald, so lange, etc. are written in one word if conjunctions; but separately, if adverbs.

REMARK 1. — The apparently great predominance of compounds in German, as compared with English, is due in part to different habits of orthography. Many words in English are written separately which are, practically, compounds — and are sometimes felt as such. As: *at all; all right; steam engine*, etc.

(while, for no better reason, *also*, *already*, *steamboat*, etc. are written as compounds). *Usus norma scribendi.*

2. The greater development in German of derivative as well as compound forms is also largely due to the fact that in English secondary or derived senses are to a great extent expressed by Latin derivatives, even when the simple primitive is still retained. As:

<i>to bring</i> ;	but: confer, defer, refer, transfer, etc.
<i>to lead</i> ;	but: adduce, conduce, deduce, introduce, etc.
<i>hand</i> ;	but: manual, manufacture, etc.
<i>foot</i> ;	but: pedal, pedestrian, etc.

— instead of native derivatives or compounds, as in German. See §30, below.

II. HISTORICAL RELATION OF GERMAN AND ENGLISH.

28. As has already been abundantly apparent to the student, the German and English languages are closely related. They both belong to the Germanic (or Teutonic) family, which includes also other languages of Northern Europe — the Scandinavian, as Danish, Swedish, etc. — but to somewhat different branches of this common family.

29. Modern German represents the so-called High German, of the central and southern "highlands"; while the language introduced into England by its Teutonic conquerors — the so-called Anglo-Saxon (or "Old English") — represented the Low German branch, of the coast or "lowlands," and is most nearly akin to modern Dutch and other Low German dialects of the coast lands (Platt-Deutsch). Both of these branches consisted originally of different dialects, which, however, became gradually united or reduced.

30. Thus geographically and historically separated, the two branches of this common stock became more and more divergent, under diverse influences. In English especially the introduction — mainly through the influence of the Norman Conquest — of foreign, chiefly Latin and French words; the habit, thus formed of borrowing from abroad instead of developing native stems (§27, Remark 2), and the constant increase of such words (amounting now to far more than half of all), have given to the vocabulary a

mixed character, in which non-Germanic elements apparently predominate; while, in grammar, the reduction or loss of inflectional forms, and the consequent simplification of the syntax, have obscured the close relation which originally existed between the German and English grammars (as still seen in "Old English" or Anglo-Saxon).

31. But, in spite of all additions and changes, English is still, fundamentally and essentially, a Germanic language. Its most primitive and essential vocabulary, most of the words of necessary use, all that remains of its grammatical forms, inflections, etc., and its most essential grammatical machinery, syntax, connectives, etc., — all this is still of Germanic origin and kinship. This relation is of the most intimate and fundamental character — quite distinct from the processes of borrowing or derivation, as from Latin, Greek, French, etc. Thus German and English are *cognate* languages: their forms or words of common origin are known as "cognates."

32. Yet the secondary relation to Latin, French, etc. is usually more obvious than the profounder relation to German, because such borrowed or derived words are usually taken over with but little change, while cognates have usually undergone more or less divergence. Thus it happens that the intimate relation of German and English is not at once apparent to the beginner, and hence German seems, at first, more foreign and more difficult than it afterwards proves to be.

33. The study of the respective changes undergone in German and English, and of the relation of their cognate forms, belongs to historical or comparative grammar; but a few illustrations of the most obvious relations and of the more constant changes will be added for reference.

NOTE 1. — How far the recognition of cognate forms should be insisted upon in elementary teaching is a disputed question, which must be left to the judgment of each teacher.

2. Of course it is not forgotten that in a still wider sense Latin and French

are also cognate or kindred languages with German and English; but such discussion does not belong here.

III. GERMAN AND ENGLISH COGNATES.

34. The following examples will illustrate some of the most obvious cognates:

- (a) Many words are quite identical or differ but slightly in orthography. As: *Arm, arm*; *Hand, hand*; *Gras, grass*; *Fisch, fish*; *golden, golden*; or with variation of ending only; as, *Lunge, lung*; *Halle, hall*; *finden, (to) find*; *singen, (to) sing*—and many others.
- (b) Many words show only vowel change. As: *fest, fast*; *Freund, friend*; *neu, new*; *Ohr, ear*; *Stein, stone*; or with variant ending; as, *Feige, fig*; *Nase, nose*; *Wespe, wasp*; *brauen, (to) brew*; *fühlen, (to) feel*; *heilen, (to) heal*—and many others.
- (c) Some words, of nearly like form, show a change of meaning. As: *Acker (acre), field*; *Bein (bone), leg*; *Hund (hound), dog*; *Mehl (meal), flour*; *Stuhl (stool), chair*; *Deuts(=)ch (Dutch), German*—and many others.

Such cases are, in general, easily recognized and remembered.

35. While the vowels, as the *fluid* elements of speech, are quite inconstant, the consonants more frequently remain unchanged. But in some groups there is found a tendency to variation—or *shifting*—within the same organ, or class, as follows:

- (a) The (mute) consonants may be arranged, according to the organ of utterance, into (1) *labials* (lip-sounds); (2) *linguals* (or dentals), *tongue* (or tooth) sounds; (3) *gutturals* (or palatals), *throat* (palate) sounds.
- (b) And according to *mode* or *intensity* of utterance, into (1) *hard* (surd or voiceless); (2) *soft* (sonant or voiced); (3) *aspirate* (breath) sounds, as in the table below.
- (c) But in German there are no aspirate linguals (as in English *thin, this*) their place being taken by the corresponding sibilants, *f* (voiceless), and *g* (sonant). And in English

there is no guttural aspirate (like German *dh*). Hence the table will be as follows:

	HARD	SOFT	ASPIRATE
Labial	p	b	f (pf) v
Lingual	t	d	(th) ſ, ð
Guttural	k	g	(ch)

NOTE. — This classification depends on the simple laws of utterance by the natural organs of speech. Such classification and description of sounds might be further pursued; but only such simple statement is here intended as may be directly helpful to the beginner.

36. Now, within the same organ, we find the following correspondences respectively:

<i>German</i>	Hard	Aspirate	Soft
<i>English</i>	Soft	Hard	Aspirate

or, as may be represented by mnemonic letters — the correspondences to be read up or down:

High German: H. A. S. } the corresponding initials suggest-
 Saxon English: S. H. A. } ing the sequences.

NOTE. — The German, here and in the following examples, is placed first, as the form which the student needs to identify; but this does not mean to imply that the High-German form is more primitive than the English (Low German) cognate.

37. The variations are most regular in the linguals; less regular, especially in initial sounds, in the labials; least regular in the gutturals, which in English have undergone great disintegration and modification. The examples will follow in this order — giving in each case German (*a*) hard; (*b*) aspirate; (*c*) soft.

Examples.¹

1. Linguals:

(*a*) German t } Traum, *dream*; Tat, *deed*; tun, *do*; eitel, *idle*;
 English d } Sattel, *saddle*; Blut, *blood*; rot, *red*; tot, *dead*.

¹ These examples are taken from the Appendix to Joynes' German Reader. Other examples should be noted as they occur.

- (b) German *t*, *z*, *z* } *zähm*, *tame*; *zehn*, *ten*; *zu*, *to*; *besser*, *better*;
 English *t* } *Wasser*, *water*; *rasseln*, *rattle*; *Fuß*, *foot*; *Herz*,
heart; *Netz*, *net* (*z* for *z*).

- (c) German *d* } *danken*, *thank*; *dicke*, *thick*; *dies*, *this*; *Bruder*,
 English *th* } *brother*; *Feder*, *feather*; *Bad*, *bath*; *Tod*, *death*.

2. Labials.

- (a) German *p* } *doppel*, *double*; *Krippe*, *crib*; *Rippe*, *rib*; *Stoppel*,
 English *b* } *stubble*; (more rarely initial) *Polster*, *bolster*.

- (b) German *f*, *pf* } *auf*, *up*; *Schlaf*, *sleep*; *tief*, *deep*; *Apfel*, *apple*;
 English *p* } *Topf*, *top*; but only *pf* initial: *Path*, *path*.

- (c) German *b* } *Kalb*, *calf*; *selb*, *self*; *taub*, *deaf*; *eben*, *even*;
 English: *f*, *v* } *sieben*, *seven* — but not when initial.

3. Gutturals (see §37).

- (a) German *k* } *Brücke*, *bridg*; *Ecke*, *ec*; *Bank*, *bench*;
 English *g*, *ch* } *Kinn*, *chin*; *kauen*, *chew*; *strecken*, *stretch*.

- (b) German *ch* (when not initial)
 English *k*, *gh*: *brechen*, *break*; *Buch*, *book*; *Joch*, *yoke*; *Milch*,
milk; *doch*, *though*; *hoch*, *high*; *lachen*, *laugh*;
schlachten, *slaughter*.

German *h*: when not initial, undergoes similar changes. As:
nah, *nigh*; *rauh*, *rough*; *sehen*, *see*; *ziehen*, *tow*,
 etc.

- (c) German *g*: initial, usually *g*; as, *geben*, *give*; *gehen*, *go*; or *y*:
 as, *Garn*, *yarn*; *gähnen*, *yawn*.

Elsewhere, vocalized, *w*, or *y* (*i*); as: *Magen*,
maw; *Säge*, *saw*; *Vogel*, *fowl*; *sagen*, *say*; *Tag*,
day; *frostig*, *frosty*; *Magd*, *maid*; *Segel*, *sail*, etc.

NOTE. — These irregularities in the English gutturals — as to both form and pronunciation — are to be specially noted.

38. Change is often prevented by the presence of another consonant; as, *Gold*, *Hand*, *Stein*, *Faust*, *sechten*, *treten*, etc., and is, in general, less regular initially than elsewhere.

39. The liquids, *l*, *m*, *n*, *r* show frequent variation.

- (a) *Interchange*: *Busen*, *bosom*; *Fessel*, *fetter*; *Hanf*, *hemp*.

(*r* with *l*, *z*): *Eisen*, *iron*; *frieren*, *freeze*; *füren*, *choose*; *war*,
was, etc

(b) *Omission*: ander, *other*; ſoldſer, *such*; welſher, *which*; uns, *us*.

(c) *Transposition* (r): brennen, *burn*; dritt, *third*; durch, *through*.

40. Letters are sometimes added or omitted — sometimes only orthographically — or even by error. As: Brücke, *bri(d)ge*; ſtrecken, *stre(t)ch*; Donner, *thun(d)er*; Lamm, *lam(b)*; Ramm, *com(b)*; Eiland, *i(s)land*; konnte, *coul(l)d*.

Such variations belong in part to the curiosities of English calligraphy.

41. The relation of German to English might be further profitably pursued through the several parts of speech, and cognate forms illustrated in inflection, derivation, etc. But this belongs rather to comparative grammar and cannot be undertaken here.

APPENDIX III.

WORD-FORMS AND PARADIGMS.

REMARK. — The special forms of individual words belong to the dictionary and cannot be brought within the limits of elementary grammar. Word-lists can hardly be made complete and, unless complete, are unsatisfactory or even misleading — and, as matters of fact, are but little used by students. Hence no attempt is made here to furnish such lists — except the most important words in a few small groups. Others should be noted as they occur. See also Review of Nouns, Lesson XI.

I. INFLECTION OF NOUNS.

1. Weak Nouns (Lesson IV).

The weak masculine monosyllables are a small but important group. The most important are:

Der Bär, *bear*; Burſch, † *fellow, lad*; Chriſt, *Christian*; Fürſt, *prince*; Graf, *count*; Held, *hero*; Herr, *master* (§§5); Hirt, † *shepherd*; Menſch, *man*; Mohr, *Moor*; Narr, *fool*; Ochſ, † *ox*; Prinz, *prince*; Tor, *fool*; and the compound Vorfahr, *ancestor*;

— and a few others. Those marked † sometimes end in -e.

2. Strong Nouns, Class I (Lesson VI).

Here the only possible question is of umlaut in *masculine* plurals. The majority do not modify, but about twenty take the umlaut. Among these, some of the most important are:

Der Apfel, *apple*; Bruder, *brother*; Garten, *garden*; Hammer, *hammer*; Mantel, *cloak*; Nagel, *nail*; Ofen, *stove*; Schwager, *brother-in-law*; Vater, *father*; Vogel, *bird* — and others.

A few nouns are variable in plural; as, der Faden, *the thread* — and some others.

3. Strong Declension, Class II (Lesson VII).

This declension is quite complex:

- (a) Masculine monosyllables usually modify in plural. But some thirty or more do not. As: der Arm, *arm*; Dolch, *dagger*; Hauch, *breath*; Huſ, *hoof*; Hund, *dog*; Laut, *sound*; Mond, *moon*; Pfad, *path*; Punkt, *point*; Schuh, *shoe*; Tag, *day*, etc.

- (b) Masculine polysyllables usually do not modify; but the following foreign nouns modify the last vowel: *der Altar'*, altar; *Bischof'*, bishop; *General'*, general; *Kanal'*, canal; *Kaplan'*, chaplain; *Kardinal'*, cardinal; *Morast'*, morass; *Palast'*, palace.
- (c) This declension includes some thirty odd feminine monosyllables, mostly words of common use, which are therefore soon learned by experience. They all modify in plural. Examples are: *die Braut*, bride; *Brust*, breast; *Frucht*, fruit; *Gans*, goose; *Hand*, hand; *Kraft*, force; *Kuh*, cow; *Macht*, power; *Magd*, maid; *Maus*, mouse; *Nacht*, night; *Nuß*, nut; *Stadt*, city, etc., etc.
- (d) Also fifty or more neuter monosyllables, mostly common words. These do not modify, except *das Floß*, the float, and (variably) *das Boot*, the boat; *das Rohr*, the reed. Examples are: *das Bein*, leg; *Brot*, bread (loaf); *Ding*, thing; *Heft*, copybook; *Netz*, net; *Pferd*, horse; *Pult*, desk; *Schaf*, sheep; *Schiff*, ship; *Schwein*, hog; *Spiel*, game; *Werk*, work, and others, including all ending in -r; *das Tier*, the beast; *das Thor*, the door, etc.

These two groups (c, d) must be specially noted.

4. Strong Declension, Class III (Lesson VIII).

- (a) Here occur a few masculine monosyllables: *der Geist*, spirit; *Gott*, God; *Leib*, body; *Mann*, man; *Ort*, place; *Rand*, edge; *Wald*, forest; *Wurm*, worm — and the compounds, *der Bösewicht*, the villain; *der Vormund*, the guardian.
- (b) Also a few neuters, with prefix *ge-* viz.: *das Gemach*, apartment; *Gemüt*, feeling; *Gesicht*, face; *Geschlecht*, sex; *Geistes*, spectre; *Gewand*, garment — and the foreign: *das Regiment'*, regiment; *das Hospital'* (or *Spital'*), hospital — all with final accent.

5. Mixed Nouns (Lesson IX).

The list of mixed nouns is somewhat unsettled, in consequence of variant forms, singular or plural.

- (a) The most regular masculines are: *der Bauer*, farmer; *Konsul*, consul; *Laurel*, laurel; *Mast*, mast; *Muskel*, muscle; *See*,

lake; *Stachel*, *sting*; *Staat*, *state*; *Strahl*, *ray*; *Zierat*, *ornament*, etc.

- (b) The mixed neuters are: *das Auge*, *eye*; *Bett*, *bed*; *Ende*, *end*; *hemd*, *shirt*; *Ohr*, *ear*; *Weh*, *pain*; and the foreign nouns: *das Insekt*!, *insect*; *Interesse*!, *interest*; *Juwel*!, *jewel*; *Statut*!, *statute*.

- (c) Some nouns, usually mixed, are variable, some * showing also a weak singular; others † a strong plural. Such are: *der Gevatter*, *godfather* †; *Nachbar*, *neighbor* *; *Pantoffel*, *slipper* †; *Untertan*, *subject* *; *Vetter*, *cousin* †; *Zins*, *interest* †.

A few other variables are here omitted.

NOTE.—*Der Dorn*, *thorn*, has pl. *Dornen*; in other senses, *Dörner* — also *Dorne*. *Der Sporn*, *spur*, has *Sporen* or *Spornen* — also *Sporne*.

- (d) The defective nominatives (§119) are (with some variation): *der Buchstab(e)*, *letter*; *Fels(en)*, *rock*; *Friede(n)*, *peace*; *Funke*, *spark*; *Gedanke*, *thought*; *Glaube*, *faith*; *Haufe(n)*, *heap*; *Name*, *name*; *Same(n)*, *seed*; *Schade(n)*, *harm* (pl. *ä*); *Schmerz*, *pain* (also *gen. -es*); *Wille*, *will*; — and the neuter *das Herz*, *heart* (sometimes, archaic, *das Herze*).

2. SPECIAL FORMS IN NOUNS.

6. Variants. As has been seen in the foregoing statements, some nouns present variable forms in singular or plural, or both, and thus belong, variably, to different declensions. Such forms must be carefully noted as they occur.

7. Compound Nouns. Exceptions to the general rule (§126) are: *der Abscheu*, *horror* (die *Scheu*); *das Gegenteil*, *opposite* (der *Teil*); *die Antwort*, *answer* (das *Wort*); *der Mittwoch*, *Wednesday* (die *Woche*), and some apparent compounds of *der Mut*: *die Großmut*, *generosity*, etc. *Die Ohnmacht*, *swoon*; *die Vollmacht*, *authority*, have plural *-en*, though *die Macht* forms plural *die Mächte*.

8. Double Plurals. Some nouns have two plurals, corresponding to different senses of the singular:

das Band	pl. Bänder, <i>ribbons</i>	Bande, <i>bonds</i>
die Bank	Bänke, <i>benches</i>	Banken, <i>banks</i> (money)

das Ding	Dinge, <i>things</i>	Dinger, <i>wretches</i>
das Gesicht	Gesichter, <i>faces</i>	Gesichte, <i>sights</i>
das Horn	Hörner, <i>horns</i>	Horne, <i>kinds of horn</i>
das Kapital	Kapitäler, <i>capitals</i>	Kapitalien, <i>funds</i>
der Laden	Läden, <i>shops</i>	Laden, <i>shutters</i>
das Land	Länder, <i>lands</i>	Lande, <i>districts</i>
das Licht	Lichter, <i>lights</i>	Lichte, <i>candles</i>
der Mann	Männer, <i>men</i>	Mannen, <i>vassals</i>
der Mond	Monde, <i>moons</i>	Monden, <i>months</i>
der Ort	Örter, <i>places</i>	Orte, <i>regions</i>
das Tuch	Tücher, <i>cloths</i>	Tuche, <i>kinds of cloth</i>
das Wort	Wörter, <i>single words</i>	Worte, <i>connected words</i>

— and occasionally different words have like singular:

der Strauß	<i>nosegay</i>	<i>pl.</i> Sträuße
" "	<i>ostrich</i>	Strauße(n)
der Zoll	<i>toll</i>	Zölle
" "	<i>inch</i>	Zölle

9. Some nouns are distinguished in meaning by different genders — with or without difference in plural. Details must be sought in dictionary. The most important are:

Band	der —, <i>volume</i>	<i>pl.</i> Bände
"	das —, see §8	
Bauer	der —, see §8	
"	das —, <i>cage</i>	Bauer
Bund	der —, <i>union</i>	Bünde
"	das —, <i>bundle</i>	Bunde
Erbe	der —, <i>heir</i>	Erben
"	das —, <i>inheritance</i>	—
Heide	der —, <i>heathen</i>	Heiden
"	die —, <i>heath</i>	"
Hut	der —, <i>hat</i>	Hüte
"	die —, <i>guard</i>	—
Kunde	der —, <i>customer</i>	Kunden
"	die —, <i>information</i>	—
Leiter	der —, <i>leader</i>	Leiter
"	die —, <i>ladder</i>	Leitern
Marf	das —, <i>marrow</i>	—

Markt	die —, <i>border</i>	pl. Märkten
"	die —, <i>a coin</i> (see §314)	
Schild	der —, <i>shield</i>	Schilde
"	das —, <i>escutcheon, sign</i>	Schilder
See	der —, <i>lake</i>	Seen
"	die —, <i>sea</i>	"
Steuer	die —, <i>tax</i>	Steuern
"	das —, <i>helm</i>	Steuer
Stift	der —, <i>pencil</i>	Stifte
"	das —, <i>institute</i>	"
Teil	der —, <i>part</i>	Teile
"	das —, <i>share</i>	"
Tor	der —, <i>fool</i>	Toren
"	das —, <i>gate</i>	Tore
Verdienst	der —, <i>earning</i>	Verdienste
"	das —, <i>merit</i>	"

— and others, of less frequent occurrence, or variable.

10. Some nouns have no plural; others are used only as plural. These forms — which depend mainly on the meaning — should be noted as they occur.

REMARK. — The above examples suffice to show that the gender and declension of nouns will constantly require attention. Without attempting to commit lists to memory, the student should carefully note peculiarities as they occur in reading and practice. In this way the most important words are soon learned.

3. ADJECTIVES.

11. In adjectives the only question is as to umlaut in comparison of monosyllables with stem *a*, *o*, *u*.

The rule requires umlaut, but many very common adjectives are excepted, which must be learned by experience. Such are: falsch, *false*; froh, *glad*; glatt, *smooth*; rasch, *quick*; rund, *round*; sanft, *soft*; stolz, *proud*; toll, *mad*; voll, *full*, and about thirty others. Usage varies in a few words; as, fromm, *pious*; klar, *clear*; zart, *tender*, and a few others. The umlaut is always indicated in the dictionary.

12. Auxiliary Verb Paradigms; SIMPLE FORMS:

haben, (to) have		sein, (to) be		werden, (to) become	
PRINCIPAL PARTS		PRINCIPAL PARTS		PRINCIPAL PARTS	
PRES. PART.	PERF. INFIN.	PRES. PART.	PERF. INFIN.	PRES. PART.	PERF. INFIN.
haben	gehabt haben	sein	gewesen sein	werden	geworden sein
<i>having</i>	<i>to have had</i>	<i>being</i>	<i>to have been</i>	<i>becoming</i>	<i>to have become</i>
PRESENT		PRESENT		PRESENT	
<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>
ich habe, <i>I have</i>	habe	ich bin, <i>I am</i>	sei	ich werde, <i>I become</i>	werde
du hast	habeſt	du biſt	ſieheſt	du wiſſeſt	werdeſt
er hat	habe	er iſt	ſei	er wird	werde
wir haben	haben	wir ſind	ſeien	wir werden	werden
ihr habt	habet	ihr ſeid	ſeiet	ihr werdet	werdet
ſie haben	haben	ſie ſind	ſeien	ſie werden	werden
IMPERATIVE		IMPERATIVE		IMPERATIVE	
habe } haben Sie		ſei } ſeien Sie		werde } werden Sie	
habt } <i>have</i>		ſeid } <i>be</i>		werdet } <i>become</i>	
PAST		PAST		PAST	
<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>
ich hatte, <i>I had</i>	hätte	ich war, <i>I was</i>	wäre	ich würde, <i>I became</i>	würde
du hätteſt	hätteſt	du warſt	wäreſt	du würdeſt	würdeſt
er hätte	hätte	er war	wäre	er würde	würde
wir hätten	hätten	wir waren	wären	wir würden	würden
ihr hättet	hättet	ihr wart	wäret	ihr würdet	würdet
ſie hätten	hätten	ſie waren	wären	ſie würden	würden

13 (a). Weak Verb Paradigms; SIMPLE FORMS:

Loben (to) praise		Handeln (to) act (§100, c)		Landen, (to) land (§100, a)	
PRINCIPAL PARTS		PRINCIPAL PARTS		PRINCIPAL PARTS	
loben, lobte, gelobt		handeln, handelte, gehandelt		lande, landete, gelandet	
PRES. PART.	PERF. INFIN.	PRES. PART.	PERF. INFIN.	PRES. PART.	PERF. INFIN.
lobend	gelobt haben	handelnd	gehandelt haben	landend	gelandet sein
<i>praising</i>	<i>to have praised</i>	<i>acting</i>	<i>to have acted</i>	<i>landing</i>	<i>to have landed</i>
PRESENT		PRESENT		PRESENT	
<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>
ich lobe, <i>I praise</i>	lobe	ich handle, <i>I act</i>	handle	ich lande, <i>I land</i>	lande
du lobst	lobest	du handelst	handelst	du landest	landest
er lobt	lobt	er handelt	handelt	er landet	landet
wir loben	loben	wir handeln	handeln	wir landen	landen
ihr lobet	lobet	ihr handelt	handelt	ihr landet	landet
sie loben	loben	sie handeln	handeln	sie landen	landen
IMPERATIVE		IMPERATIVE		IMPERATIVE	
lobe } loben &c	<i>praise</i>	handle } handeln &c	<i>act</i>	lande } landen &c	<i>land</i>
lobt }		handelt }		landet }	
PAST		PAST		PAST	
<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>	<i>Indic.</i>	<i>Subj.</i>
ich lobte, <i>I praised</i>	lobte	ich handelte, <i>I acted</i>	handelte	ich landete, <i>I landed</i>	landete
du lobtest	lobtest	du handeltest	handeltest	du landetest	landetest
er lobte	lobte	er handelte	handelte	er landete	landete
wir lobten	lobten	wir handelten	handelten	wir landeten	landeten
ihr lobtet	lobtet	ihr handeltet	handeltet	ihr landetet	landetet
sie lobten	lobten	sie handelten	handelten	sie landeten	landeten

NOTE.—In regular weak verbs the past indicative and past subjunctive have the same forms.

13 (b). Strong Verb Paradigms.

NOTE.—The first three examples are without, the last three with, vowel change in present. The compound parts are formed just as in weak verbs, with the corresponding auxiliary (haben or sein). See pages 318, 319.

Rufen (to) call

PRINCIPAL PARTS

rufen, rief, gerufen

PRES. PART.	PERF. INFIN.
rufend	gerufen haben
calling	to have called

PRESENT

Indic.	Subj.
ich rufe, I call	rufe
du rufst	rufest
er ruft	rufe
wir rufen	rufen
ihr ruft	ruft
sie rufen	rufen

IMPERATIVE

rufe } rufen Sie
ruft } call

PAST

Indic.	Subj.
ich rief, I called	riefe
du riefst	riefest
er rief	riefe
wir riefen	riefen
ihr riefet	riefet
sie riefen	riefen

Bitten (to) beg (S100, a)

PRINCIPAL PARTS

bitten, bat, gebeten

PRES. PART.	PERF. INFIN.
bittend	gebeten haben
begging	to have begged

PRESENT

Indic.	Subj.
ich bitte, I beg	bitte
du bittest	bittest
er bittet	bitte
wir bitten	bitten
ihr bittet	bittet
sie bitten	bitten

IMPERATIVE

bitte } bitten Sie
bittet } beg

PAST

Indic.	Subj.
ich bat, I begged	bäte
du batst	bätest
er bat	bäte
wir baten	bäten
ihr batet	bätet
sie baten	bäten

Kommen (to) come

PRINCIPAL PARTS

kommen, kam, gekommen

PRES. PART.	PERF. INFIN.
kommend	gekommen sein
coming	to have come

PRESENT

Indic.	Subj.
ich komme, I come	komme
du kommst	kommest
er kommt	komme
wir kommen	kommen
ihr kommt	kommt
sie kommen	kommen

IMPERATIVE

komme } kommen Sie
kommt } come

PAST

Indic.	Subj.
ich kam, I came	käme
du kamst	kämeſt
er kam	käme
wir kamen	kämen
ihr kamt	kämet
sie kamen	kämen

Strong Verb Paradigms — continued

Graben (to) dig

PRINCIPAL PARTS	
graben, grub, gegraben	
PRES. PART.	PERF. INFIN.
grabend	gegraben haben
<i>digging</i>	<i>to have dug</i>

PRESENT

Indic.	Subj.
ich grabe, <i>I dig</i>	grabe
du gräbst	grabeſt
er gräbt	grabe
wir graben	graben
ihr grabt	grabet
ſie graben	graben

IMPERATIVE

grabe } graben	Sie
grabt }	<i>dig</i>

PAST

Indic.	Subj.
ich grub, <i>I dug</i>	gräbe
du grubſt	gräbeſt
er grub	gräbe
wir gruben	gräben
ihr grubt	gräbet
ſie gruben	gräben

Lesen (to) read (§100 b)

PRINCIPAL PARTS	
lesen, las, gelesen	
PRES. PART.	PERF. INFIN.
lesend	gelesen haben
<i>reading</i>	<i>to have read</i>

PRESENT

Indic.	Subj.
ich lese, <i>I read</i>	lese
du liestſt or (ſieſt) ¹	leſeſt
er liest	leſe
wir lesen	leſen
ihr leſet	leſet
ſie lesen	leſen

IMPERATIVE

lies }	lesen	Sie
leſt }	<i>read</i>	

PAST

Indic.	Subj.
ich las, <i>I read or</i>	läſe
du leſeſt <i>and read</i>	läſeſt
er las	läſe
wir lasen	läſen
ihr leſet	läſet
ſie lasen	läſen

¹ See Alphabetical List.

Schwellen, (to) swell

PRINCIPAL PARTS	
schwellen, schwoll, geschwollen	
PRES. PART.	PERF. INFIN.
schwellend	geschwollen sein
<i>swelling</i>	<i>to have swollen</i>

PRESENT

Indic.	Subj.
ich schwellen, <i>I swell</i>	schwelle
du schwillſt	schwelleſt
er schwillt	schwelle
wir schwellen	schwellen
ihr schwellt	schwellet
ſie schwellen	schwellen

IMPERATIVE

schwill }	schwollen	Sie
schwellt }	<i>swell</i>	

PAST

Indic.	Subj.
ich schwoll, <i>I swelled</i>	schwölle
du schwollſt	schwölleſt
er schwoll	schwölle
wir schwollen	schwöllet
ihr schwollt	schwöllet
ſie schwollen	schwöllet

14 (a). Compound Verb Forms. — Auxiliary *haben*.

INFIN. PERFECT

gehabt haben	gelobt haben	gerufen haben
<i>to have had</i>	<i>to have praised</i>	<i>to have called</i>

PERFECT INDIC.

ich habe	} gehabt, <i>I have had</i>	ich habe	} gehabt
du hast		du habest	
er hat		er habe	
wir haben		wir haben	
ihr habt		ihr habet	
sie haben	} gelobt, " <i>praised</i>	sie haben	} gelobt
	} gerufen, " <i>called</i>		} gerufen

PERFECT SUBJ.

ich habe	} gehabt	" <i>(see §174, note)</i>
du habest		
er habe		
wir haben		
ihr habet		
sie haben	} gelobt	
	} gerufen	

PLUPERFECT INDIC.

ich hatte	} gehabt, <i>I had had</i>	ich hätte	} gehabt
du hattest		du hättest	
er hatte		er hätte	
wir hatten		wir hätten	
ihr hättet		ihr hättet	
sie hatten	} gelobt, " <i>praised</i>	sie hätten	} gelobt
	} gerufen, " <i>called</i>		} gerufen

PLUPERFECT SUBJ.

ich hätte	} gehabt	
du hättest		
er hätte		
wir hätten		
ihr hättet		
sie hätten	} gelobt	
	} gerufen	

FUTURE INDIC.

ich werde	} haben, <i>I shall have</i>	ich werde	} haben
du wirst		du werdest	
er wird		er werde	
wir werden		wir werden	
ihr werdet		ihr werdet	
sie werden	} loben, " <i>praise</i>	sie werden	} loben
	} rufen, " <i>call</i>		} rufen

FUTURE SUBJ.

ich werde	} haben	
du werdest		
er werde		
wir werden		
ihr werdet		
sie werden	} loben	
	} rufen	

FUTURE PERF. INDIC.

ich werde	} <i>I shall have</i>	ich werde	} gehabt haben
du wirst		du werdest	
er wird		er werde	
wir werden		wir werden	
ihr werdet		ihr werdet	
sie werden	} gehabt haben, <i>had</i>	sie werden	} gelobt haben
	} gelobt haben, <i>praised</i>		} gerufen haben
	} gerufen haben, <i>called</i>		

FUTURE PERF. SUBJ.

ich werde	} gehabt haben	
du werdest		
er werde		
wir werden		
ihr werdet		
sie werden	} gelobt haben	
	} gerufen haben	

CONDITIONAL PRESENT

ich würde	} <i>I should have</i>	ich würde	} <i>I should have</i>
du würdest		du würdest	
er würde		er würde	
wir würden		wir würden	
ihr würdet		ihr würdet	
sie würden	} haben, <i>I should have</i>	sie würden	} gehabt haben, <i>had</i>
	} loben, " <i>praise</i>		} gelobt haben, <i>praised</i>
	} rufen, " <i>call</i>		} gerufen haben, <i>called</i>

CONDITIONAL PERFECT

ich würde	} <i>I should have</i>	ich würde	} <i>I should have</i>
du würdest		du würdest	
er würde		er würde	
wir würden		wir würden	
ihr würdet		ihr würdet	
sie würden	} haben, <i>I should have</i>	sie würden	} gehabt haben, <i>had</i>
	} loben, " <i>praise</i>		} gelobt haben, <i>praised</i>
	} rufen, " <i>call</i>		} gerufen haben, <i>called</i>

14 (b). Compound Verb Forms — Auxiliary-*sein*.

INFIN. PERF.

gewesen sein	gelandet sein	gekommen sein
<i>to have been</i>	<i>to have landed</i>	<i>to have come</i>

PERFECT INDIC.

ich bin	} gewesen, <i>I have been</i>	
du bist		
er ist		
wir sind		gelandet, " <i>landed</i>
ihr seid		gekommen, " <i>come</i>
sie sind		

PERFECT SUBJ.

ich sei	} gewesen	
du seiest		
er sei		gelandet
wir seien		gekommen
ihr seiet		
sie seien		(see §174, note).

PLUPERFECT INDIC.

ich war	} gewesen, <i>I had been</i>	
du warst		
er war		
wir waren		gelandet, " <i>landed</i>
ihr wart(e)t		gekommen, " <i>come</i>
sie waren		

PLUPERFECT SUBJ.

ich wäre	} gewesen	
du wärest		
er wäre		gelandet
wir wären		gekommen
ihr wäret		
sie wären		

FUTURE INDIC.

ich werde	} sein, <i>I shall be</i>	
du wirst		
er wird		landen, " <i>land</i>
wir werden		kommen, " <i>come</i>
ihr werdet		
sie werden		(see §114, note).

FUTURE SUBJ.

ich werde	} sein	
du werdest		
er werde		landen
wir werden		kommen
ihr werdet		
sie werden		

FUTURE PERF. INDIC.

ich werde	} <i>I shall have</i>	
du wirst		
er wird		gewesen sein, <i>been</i>
wir werden		gelandet sein, <i>landed</i>
ihr werdet		gekommen sein, <i>come</i>
sie werden		

FUTURE PERF. SUBJ.

ich werde	} gewesen sein	
du werdest		
er werde		gelandet sein
wir werden		gekommen sein
ihr werdet		
sie werden		

CONDITIONAL PRESENT

ich würde	} sein, <i>I should be</i>	
du würdest		
er würde		landen, " <i>land</i>
wir würden		kommen, " <i>come</i>
ihr würdet		
sie würden		(see §182, note).

CONDITIONAL PERFECT

ich würde	} <i>I should have</i>	
du würdest		
er würde		gewesen sein, <i>been</i>
wir würden		gelandet sein, <i>landed</i>
ihr würdet		gekommen sein, <i>come</i>
sie würden		

For occasional irregularities, see Alphabetical List.

For Reflexive Paradigm, see Less. XXVIII; for Passive, Less. XXXII; for Separable Verb, Less. XXV.

CLASSIFICATION OF STRONG VERBS.

REMARK. — The strong verbs may be variously classified, from different points of view. But such classification is of little help in learning the verbs. For, such is the variety of form, that to know to what class a verb belongs, the verb itself must first be known, and then the classification is needless. In fact, the strong verbs, in general, must be learned and remembered *as individuals*, with constant reference, in case of doubt, to the Alphabetical List or to the dictionary. The value of the classification is mainly for reference, after the verbs are known.

The simple distinction in §150, based on the relation of the stem-vowels, has been found helpful as an aid to the memory. It is therefore made the basis of the following arrangement — as the simplest, and perhaps therefore the most useful to the student.

15. The strong verbs are here classified (as §150) into three groups, or conjugations), according to the succession of vowels.

- (a) The vowel of the past is always unlike that of the infinitive.
- (b) The vowel of the perfect participle may be :
 1. Like that of the infinitive (1-2-1) — Group I.
 2. Like that of the past (1-2-2) — Group II.
 3. Different from both of these (1-2-3) — Group III
 — thus giving three groups or conjugations.

Each group is arranged alphabetically. Vowel-change in present singular is indicated. For the vowel of the imperative singular, see §160.

For special irregularities, see Alphabetical List.

I. Group I (1-2-1)

1. a — ie — a

(a) blasen (ä), <i>blow</i>	laffen (ä), <i>let</i>
braten (ä), <i>roast</i>	raten (ä), <i>advise</i>
fallen (ä), <i>fall</i>	schlafen (ä), <i>sleep</i>
halten (ä), <i>hold</i>	

—and with short past:

a — i — a

(b) fangen (ä), *catch*hängen (ä), *hang*

2. a — u — a

backen (ä), *bake*schlagen (ä), *strike*fahren (a), *drive*tragen (ä), *bear*graben (ä), *dig*wachsen (ä), *grow*laden (ä), *load*waschen (ä), *wash*schaffen, *create*

3. e — a — e

* essen (i), *eat*lesen (ie), *read*freßen (i), *devour*messen (i), *measure*geben (i), *give*sehen (ie), *see*genesen, *recover*treten (i), *step*geschehen (ie), *happen*vergessen (i), *forget*

4. Single Verbs.

* hauen, ie, au, *hew*laufen (äu), ie, au, *run*heißen, ie, ei, *bid*rufen, ie, u, *call*kommen, a, o, *come*stoßen (ö), ie, o, *push*

* See special irregularities, below (IV, a).

II. Group II (1 — 2 — 2)

1. ei — ie — ie

bleiben, *remain*schreiben, *write*gelingen, *prosper*schreien, *scream*leihen, *lend*schweigen, *be silent*meiden, *shun*speien, *spit*preisen, *praise*steigen, *mount*reiben, *rub*treiben, *drive*scheiden, *part*weisen, *show*scheinen, *seem*zeihen, *accuse*

2. ei — i — i

befleissen (sich), *be busy*gleiten, *glide*beißen, *bite*greifen, *seize*bleichen, *turn pale*keifen, *chide*gleiches, *resemble*kneifen, *pinch*

* leiden, <i>suffer</i>	schmeißen, <i>sling</i>
pfeifen, <i>whistle</i>	* schneiden, <i>cut</i>
reißen, <i>tear</i>	schreiten, <i>stride</i>
reiten, <i>ride</i>	spleißen, <i>split</i>
schleichen, <i>sneak</i>	streichen, <i>stroke</i>
schleifen, <i>whet</i>	weichen, <i>yield</i>
schleißen, <i>slit</i>	

* See *special irregularities*, below (IV, a).

3. ie — o — o

See note below.

biegen, <i>bend</i>	schieben, <i>shove</i>
bieten, <i>bid</i>	schließen (ö), <i>shut</i>
fliegen, <i>fly</i>	* sieden (ö), <i>boil</i>
fliehen, <i>flee</i>	sprießen (ö), <i>sprout</i>
fließen (ö), <i>flow</i>	stieben, <i>scatter</i>
frieren, <i>freeze</i>	triefen (ö), <i>drip</i>
genießen (ö), <i>enjoy</i>	verbießen (ö), <i>vex</i>
gießen (ö), <i>pour</i>	verlieren, <i>lose</i>
kriechen (ö), <i>creep</i>	wiegen, <i>weigh</i>
riechen (ö), <i>smell</i>	* ziehen, <i>draw</i>

NOTE. — In this group, the o is short in verbs with stem f, þ or ch.

* See *special irregularities*, below (IV, a).

4. e — o — o

bewegen, <i>induce</i>	pflügen, <i>nurse</i>
breichen (i), <i>thresh</i>	quellen (i), <i>gush</i>
fechten (i), <i>fight, fence</i>	scheren (ie), <i>shear</i>
flechten (i), <i>weave</i>	schmelzen (i), <i>melt</i>
heben, <i>lift</i>	schwellen (i), <i>swell</i>
melken (i), <i>milk</i>	weben, <i>weave</i>

NOTE. — Note the verbs without vowel change in present.

5. And the following small groups, with different vowels in infinitive:

a — o — o

schallen, *sound*

ä — o — o

gären, <i>ferment</i>	wägen, <i>weigh</i>
schwären, <i>suppurate</i>	

au — a — o

laufen (äu, ö), <i>swill</i>	schrauben, <i>snort</i>
saugen (äu), <i>suck</i>	schrauben, <i>screw</i>

i — o — o

glimmen, <i>gleam</i>	verwirren, <i>confuse</i>
klimmen, <i>climb</i>	

ö — o — o

(er)schén (i), <i>die out</i>	schwören, <i>swear</i>
-------------------------------	------------------------

ü — o — o

führen, <i>choose</i>	trügen, <i>betray</i>
lügen, <i>lie</i>	

Stehen, stand, gestanden, *to stand*; tun, tat, getan, *to do*, show special irregularities.

III. Group III (1 — 2 — 3)

1. e — a — o

befehlen (ie), <i>command</i>	schelten (i), <i>scold</i>
bergen (i), <i>hide</i>	sprechen (i), <i>speak</i>
bersten (i), <i>burst</i>	stechen (i), <i>sting</i>
brechen (i), <i>break</i>	stehlen (ie), <i>steal</i>
empfehlen (like befehlen), <i>to re-</i> <i>commend</i>	sterben (i), <i>die</i>
erschrecken (i), <i>take fright</i>	treffen (i), <i>hit</i>
gelten (i), <i>be worth, count</i>	verderben (i), <i>spoil</i>
helfen (i), <i>help</i>	werben (i), <i>sue</i>
nehmen (i), <i>take</i>	werfen (i), <i>throw</i>

NOTE. — Here also: gebären (ie), *to bear* (old *geberen*); also *werben*, with pret. *warb*. The pret. *wurde* is later and irregular.

2. i — a — o

beginnen, <i>begin</i>	schwimmen, <i>swim</i>
gewinnen, <i>win</i>	sinnen, <i>think</i>
rinnen, <i>run</i>	spinnen, <i>spin</i>

3. i — a — u

binden, <i>bind</i>	dringen, <i>press</i>
* dingen, <i>hire</i>	finden, <i>find</i>

gelingen, <i>succeed</i>	finden, <i>find</i>
klingen, <i>sound</i>	finfen, <i>sink</i>
ringen, <i>wrestle</i>	springen, <i>spring</i>
* fchinden, <i>flay</i>	ftinken, <i>stink</i>
fchlingen, <i>sling</i>	winden, <i>wind</i>
fchwingen, <i>swing</i>	zwingen, <i>force</i>
fchwinden, <i>vanish</i>	

* Dingen, fchinden, have also past bung, fchund.

NOTE.—It may be noted that this entire group has a nasal stem (-nb or -ng).

4. i (ie)—ā—e

bitten, <i>to beg</i>	* fitzen, <i>to sit</i>
liegen, <i>to lie</i>	

* See *special irregularities*, below (IV, a).

Geßen, *to go*, is specially irregular, in this group.

IV. (a) The following verbs may be noted for special irregularities. See Alphabetical List.

effen	leiden	fitzen	ziehen
gehen	fchneiden	ftehen	
hauen	fieben	tun	

(b) Attention should also be given to the quantity of the stem-vowel, and to the use of single or double consonant, as influenced thereby; as in fließen, kommen, nehmen, treffen, treten, and other examples.

APPENDIX IV.

ALPHABETICAL VERB LIST.

THE following list contains all verbs which depart from the regular (weak) conjugation:

For convenience of learning and of reference the verbs are arranged in synoptical form, in a table containing all standard or usual forms;—except that single weak forms are not given when included in a foot-note (as in *baden*, etc.). Forms antiquated, or now incorrect, are included in []. Forms still in use, but not commended, are included in (). When two forms are given without further indication, the more usual is in general placed first. Quantity is marked only in special or doubtful cases.

The principal parts are printed in full-faced type. Along with the infinitive is given the most usual English meaning, which when COGNATE is printed in small caps.

To show the relation of vowels, the present and imperative are placed next after the infinitive, and the preterit subjunctive after the preterit or past indicative. When these forms are not given they are regular; that is, the present and imperative as in weak verbs; the pret. subj. from the pret. indic., according to the usual rule.

Compound verbs are given only when the primitives are not in use.

REMARKS.—The following remarks are prefixed for convenient reference:

1. In verbs with root *e*, and some with *i*, having past *a*, another form of the past subjunctive in *ü*, sometimes *ü*, is often preferred, to distinguish more clearly in sound from the present indicative; as *bejöhle*, *begönne*, *hülfe*—often from earlier forms of past indicative.

2. Verbs with sibilant stems, *f*, *ß*, *ſch*, *ß*, often contract the 2d pers. sing. pres. indic., both in sound and spelling, so as to be identical with 3d pers., as: *du heißeſt*, or *heißeſt*; *er heißeſt*; *du wäßeſt*, or *wäßeſt*; *er wäßeſt*, etc.

3. An old 2d, 3d pers. sing. pres. ind. and 2d sing. imper. in *en* occurs (chiefly in poetry) in some verbs with *ie* roots: *biegen*, *bieten*, *fliegen*, *fliehen*, *fließen*, *genießen*, *gießen*, *frieden*, etc., as: *beugſt*, *beugt*; *beug*; 2d, 3d pres. *fließeſt* (Rem. 2), *impv.* *fließe*, etc.

4. Often in *impv.* *e* is dropped when there is no vowel-change, as: *leiße*, *laufe*, etc.; but no rule can be given.

INFIN.	2, 3 SING. PR	2 SING. IMPV.	P. INDIC.	P SUBJ.	P. PART.
backen , ¹ BAKE	2. bäckt 3. bädt	....	backt	....	gebacken
-bären <i>see gebären</i>	2. befielt 3. befiehlt	befiehl	befiehlt	beföhle befähle	befohlen
befehlen , <i>command</i>	2. befeuert 3. befeuert	....	befiehl	....	befiehl
befleihen , <i>apply</i>	2. befliehet 3. befliehet	....	beflehet	....	beflehen
beginnen , ² BEGIN	....	....	beginnt	beginne beginne	begonnen
beißen , BITE	2. beißt 3. beißt	....	biß	....	gebissen
bell , ³ <i>bark</i>	2. [bellt] 3. [bellt]	[bell]	[bell]	....	[gebellt]
bergen , <i>hide</i>	2. birgt 3. birgt	birg [berge]	birgt	birge bürge	geborgen
bersten , ⁴ BURST	2. bricht 3. bricht	bricht	bricht	brühe bürste	geborsten
bewegen , ⁵ <i>induce</i>	....	....	bewegt	....	bewogen
biegen , ⁶ <i>bend</i>	....	....	bog	....	gebogen
bieten , ⁷ <i>offer</i>	....	....	biet	....	gebieten
binden , BIND	....	....	band	....	gebunden
bitten , <i>ask</i>	....	....	bat	....	gebeten
blasen , ⁸ <i>blow</i>	2. bläst 3. bläst	....	blies	....	geblasen
bleiben , <i>remain</i>	....	....	blieb	....	geblieben

1. Also weak, except in past participle. 2. Old forms in past, *beginn*, *beginn*.
3. Now weak. Old forms, as above, now obsolete. 4. Also weak throughout.
5. Weak, except in this sense.
6. Old (poetic) forms, pres. and impv. *beugt*, *beugt*, *beugt*.
7. Old (poetic) pres. and impv. *beut*, *beut*, *beut*.
8. Rarely also weak in present.

INFIN. ∞	2, 3 SING. PR.	2. SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
bleichen, ¹ BLEACH	....	....	bleich	....	gebleichen
braten, ² roast	2. brätst 3. brät	....	briet	....	gebraten
brechen, BREAK	2. brichst 3. bricht	brich [breche]	brach	....	gebrochen
brennen, BURN	....	....	brannte	brenn(e)te	gebrannt
bringen, BRING	....	....	brachte	brächte	gebracht
-beihen	see gebeihen				
denken, THINK	....	....	dachte	dächte	gedacht
-berben	s. verderben				
dingen, ³ hire	....	....	ding dang	....	gedungen
drohen, ⁴ THRESH	2. driß(e)st 3. drißt	driß	droß dras	dröj(e)te draj(e)te	gedrohen
-drießen	s. verdrießen				
dringen, press	....	....	drang	....	gedrungen
dürfen, may	Pr. darf, darfst, darf; dürfen, etc.	....	durfte	dürfte	gedurft
empfehlen, recommend	see befehlen				
essen, EAT	2. ißest, ißt 3. ißt	iß [eße]	aß	....	geessen
fahren, go	2. fährst 3. fährt	....	fuhr	....	gefahren
fallen, FALL	2. fällst 3. fällt	....	fiel	....	gefallen

1. Also weak, intrans. As trans. always weak.

2. Also weak, except in p. part.

3. Also weak — usually in p. indic. and now always in p. subj.

4. Also weak.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
fallen , ¹ FOLD	....	....	....	....	gefallen
fangen , <i>catch</i>	2. fängt 3. fängt	....	fing (fieng)	(fienge)	gefangen
fechten , ² FIGHT	2. ficht(e)ft 3. ficht	ficht	focht	....	gefochten
-fehlen , ³ FIND	see befehlen	....	fand	....	gefunden
flechten , ⁴ <i>braided</i>	2. flicht(e)ft 3. flicht	flicht	flocht	....	geflochten
-fleiß FLY	see befeiß	....	flog	....	geflogen
fliegen , ⁵ FLY	....	....	floh	....	geflohen
fließen , ⁶ FLEE	....	....	floss	....	geflossen
fließen , ⁷ <i>flow</i>	2. fließt or fliebt	....	[frug]	[früge]	....
fragen , ⁸ <i>ask</i>	2. [frägt] 3. [frägt]	....	[fräß]	....	gefressen
fressen , <i>eat</i>	2. frißt or frißt 3. frißt	friß [fresse]	....	....	gefressen
frieren , FREEZE	....	....	fror	....	gefroren
gären , ⁹ <i>ferment</i>	....	....	gor	....	gegoren
gebären , ¹⁰ BEAR	2. gebierst 3. gebiert	gebier	gebar	....	geboren

1. Weak, except p. part. gefallen, as adj. 2. Also weak, except in p. part. See 4.

3. Occurs only in befehlen, empfehlen; fehlen, *to fail*, is weak.

4. Also weak, except in p. part. In 2. pres. also flicht; and in fechten, ficht.

5. Old (poetic) forms, pres. and impv. fleugt, fleugt, fleug.

6. Old (poetic) forms, pres. and impv. fleucht, fleucht, fleuch.

7. Old (poetic) forms, pres. and impv. fleußt, fleußt.

8. Weak, except (rarely) as above.

9. Also weak. Spelled also gähren, etc.

10. Sometimes weak in pres. and impv. Old geberen.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
geben, GIVE	2. gibst (giebst) 3. gibt (giebt)	gib (gieb)	gab	....	gegeben
gedeihen, thrive	....	....	gedieh	....	gediehen
gehen, GO	....	....	ging [gieng]	[gienge]	gegangen
gelingen, succeed	....	....	gelang	....	gelingen
gelten, be worth	2. gibst 3. gilt	gilt [gelte]	galt	gölte, gälte [gülte]	gegolten
genesen, get well	....	....	genas	....	genesen
genießen, ¹ enjoy	....	....	genöß	....	genossen
geschehen, happen	3. geschieht	....	geschah	....	geschehen
gewinnen, WIN	....	....	gewann	gewönne gewünne	gewonnen
-geßen gießen, ² pour	s. vergeßen ....	....	göß	....	gegoßen
-ginnen gleich ³ , be LIKE	s. beginnen ....	....	glich	....	geglichen
gleichen, ⁴ glitter	....	....	glitz	....	geglichen
gleiten, ⁵ GLIDE	....	....	glitt	....	geglichen
glücken, ⁶ GLEAM	....	....	glomm	....	gegkommen
graben, dig	2. gräbst 3. gräbt	....	grub	....	gegraben

1. Old (poetic) forms, pres. and impv. geneußt, geneuß.

2. Old (poetic) forms, pres. and impv. geußt, geuß.

 3. When trans. *to liken*, usually weak; but not in compds., as *vergleich*, etc.

4. Usually weak. 5. Often weak. 6. Sometimes weak.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
greifen, <i>seize</i>	....	....	griff	....	gegriffen
haben, HAVE	2. haft 3. hat	....	hatte	hätte	gehabt
halten, ¹ HOLD	2. hältst 3. hält	....	hielt	....	gehalten
hängen, ² HANG	2. hängst 3. hängt	....	hing (hieng)	(hienge)	gehangen
hauen, ³ HEW	....	....	hieb	....	gehauen
heben, <i>lift</i>	....	....	hob hub	hübe höbe	gehoben
hehlen, ⁴ <i>conceal</i>	....	....	....	....	....
heißen, <i>be named</i>	2. heißest or heißt	....	hieße	....	geheißen
helfen, HELP	2. hilfst 3. hilft	hülfe [helfe]	half	hülfe hälfe	geholfen
feifen, ⁵ <i>scold</i>	....	....	fiß	....	gefißen
kennen, <i>know</i>	....	....	kannte	kenn(e)te	gekannt
kiesen, ⁶ <i>choose</i>	....	....	....	....	....
klemmen, ⁷ <i>press</i>	....	....	klomm	....	geklommen
kleben, ⁸ CLEAVE	....	....	klob	....	gekloben
klimmen, ⁹ <i>climb</i>	....	....	klomm	....	geklommen
klingen, ¹⁰ <i>sound</i>	....	....	klang	[klünge]	geklingen

1. Impv. halt! as interj. *halt*.2. Sometimes written hängen. Sometimes also weak pres. to dist. fr. weak trans. hängen. 3. Rarely weak. 4. Weak, except in p. part. *verhohlen*, as adj. or adv.5. Usually weak. 6. Now regularly weak; see *hiren*. 7. Usually weak.8. Also weak. 9. Often weak. 10. Sometimes weak in sense of *resound* (*loud*).

INFIN. ¹	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
knicken, ¹ <i>punch</i>	....	....	kniff	....	gekniffen
kommen, ² COME	2. (kömmt) 3. (kömmt)	....	kam	....	gekommen
können, CAN	Pr. kann, kannst, kann; können, etc.	....	konnte	könnte	gekonnt
knicken, ³ <i>scram</i>	....	....	[knick]	....	[geknicken]
kröchen, ⁴ <i>creep</i>	....	....	kröch	....	gekröchen
küren, ⁵ CHOOSE	....	....	kur	....	gekoren
laden, ⁶ LOAD	2. lädt 3. lädt	....	lud	....	geladen
lassen, LET	2. läßt, läßt 3. läßt	laß lasse	ließ	....	gelassen
laufen, run	2. läuft 3. läuft	....	lief	....	gelaufen
leiden, ⁷ <i>suffer</i>	....	....	litt	....	gelitten
leihen, <i>lend</i>	....	....	lieh	....	geliehen
lesen, <i>read</i>	2. lies(e)t 3. liest	lies [lese]	las	....	gelesen
legen, LIE	....	....	lag	....	gelegen
-lieren -lingen	see verlieren see gelingen				
lofchen, ⁸ <i>go out</i> (fire)	2. lösch(e)t 3. lösch	lösch	lofch	....	gelofchen

1. Also weak. The form knicken is regularly weak.

2. The 3 forms in pres. are now rarely used. 3. Now regularly weak.

4. Old (poetic) forms, pres. and impv. krösch, krösch, krösch.

5. From old kuren; also weak.

6. Often weak in pres., more rarely in past. So also laden, to invite, which was originally weak. 7. As trans. to hurt, and in derivs. verletzen, etc., weak.

8. Also weak, especially when trans. to put out; also in p. subj., to dist. from pres. indic.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PARTS
lügen,¹ LIE	....	....	log	....	gelogen
mahlen,² <i>grind</i>	....	....	[muħ]	....	gemahlen
meiden, <i>shun</i>	....	....	mied	....	gemieden
melfen,³ MILK	2. milſt 3. milft	milſ	molf	....	gemolfen
meſſen, <i>measure</i>	2. miſſeſt or mißt 3. mißt	miß [meſſe]	māſ	....	gemeſſen
mißlingen <i>see</i> mögen, MAY	<i>see</i> <i>gelingen</i> Pr. mag, magſt, mag; mögen, etc.	[mög]	mochte	möchte	gemocht
müſſen, MUST	Pr. muß, mußt, muß; müſſen, etc.	....	muſte	müſte	gemuſt
nehmen, <i>take</i>	2. nimmiſt 3. nimmt	nimm [nehme]	nahm	....	genommen
nennen, NAME	....	....	nannte	nenn(e)te	genannt
-neſen <i>see</i> -nieſen <i>see</i> pfeifen <i>whistle</i>	<i>see</i> <i>geneſen</i> <i>see</i> <i>genieſen</i>				
pfeifen <i>whistle</i>	....	....	pfiſ	....	gepfiſen
pfeigen,⁴ <i>cherish</i>	....	....	pfiog [pfiag]	....	gepfiogen
preiſen,⁵ PRAISE	2. preiſ(e)t 3. preiſt	....	prieß	....	geprieſen
quellen,⁶ <i>gush out</i>	2. quiſſt 3. quillt	quill	quoll	....	gequollen

1. Old *liegen*; hence, poetic forms, pres. and impv. *lieugt*, *leugt*, *leug*.

2. Now regularly weak, except in perf. part.

3. Now usually weak throughout.

4. Usually weak; now always, except in this sense.

5. Originally weak; now very rarely so. 6. As trans. *to soak*, weak.

INFIN.	2, 3 SING PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	* P. PART.
rächen, ¹ <i>avenge</i>	[rach]	....	(gerochen)
raten, ² <i>advise</i>	2. rätst 3. rät	....	riet	....	geraten
reiben, RUB	rieb	....	gerieben
reißen, <i>tear</i>	riß	....	gerißen
reiten, RIDE	ritt	....	geritten
rennen, ³ RUN	raute	renn(e)te	gerannt
riechen, ⁴ <i>smell</i>	rösch	....	gerösch
ringen, ⁵ <i>wrestle</i>	rang [rung]	[ränge]	gerungen
rinnen, <i>flow</i>	raun	rönne ränne	geronnen
rufen, ⁶ <i>call</i>	rief	....	gerufen
salzen, ⁷ SALT	gesalzen
saufen, ⁸ <i>drink</i>	2. säufft 3. säuft	....	soff	....	gesoffen
saugen, ⁹ SUCK	sog	....	gesogen
schaffen, ¹⁰ <i>create</i>	schuf	....	geschaffen
schallen, ¹¹ <i>sound</i>	scholl	....	geschollen

1. Now regularly weak, except (rarely) in p. part. See riechen.

2. Sometimes weak pres., ratest, ratet.

3. Sometimes weak; so always in trans. *to melt* (iron, etc.).

4. See rächen. Old (poetic) forms, pres. and impv. reuchst, reuchst, reuch.

5. The trans. ringen (fight) is weak; except, occasionally, umrang, umrungen.

6. Weak forms rarely. 7. Weak, except in perf. part. 8. Also weak in pres.

9. Also weak; trans. saugen, *to suckle*, always weak. 10. Strong only in this sense.

11. Now usually weak.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART
-ſchehen	s. geſchehen				
ſcheiden, <i>part</i>	....	....	ſchied	....	geſchieden
ſcheinen, <i>seem</i>	....	....	ſchien	....	geſchienen
ſchelten, SCOLD	2. ſchiltſt 3. ſchilt	ſchilt [ſchelte]	ſchalt	ſchölte ſchälte	geſcholten
ſcheren, ¹ SHEAR	2. ſchierſt 3. ſchiert	ſchier	ſchor	....	geſchoren
ſchieben, SHOVE	....	....	ſchob	....	geſchoben
ſchießen, ² SHOOT	2. ſchießeſt or ſchießt	....	ſchöſt	....	geſchoſſen
ſchinden, ³ <i>flay</i>	....	....	ſchund [ſchand]	[ſchände]	geſchunden
ſchlafen, SLEEP	2. ſchläſſt 3. ſchlüſt	....	ſchlieſ	....	geſchlafen
ſchlagen, <i>strike</i>	2. ſchlägſt 3. ſchlägt	....	ſchlug	....	geſchlagen
ſchleichen, <i>creech</i>	....	....	ſchlich	....	geſchlichen
ſchleifen, ⁴ <i>whet</i>	....	....	ſchliſſ	....	geſchliſſen
ſchleißen, SLIT	2. ſchleißeſt or ſchleißt	....	ſchliſt	....	geſchliſſen
ſchleifen, ⁵ SLIP	....	....	ſchloſſ	....	geſchloſſen
ſchleißen, ⁶ <i>shut</i>	2. ſchleißeſt or ſchleißt	....	ſchlöſt	....	geſchloſſen
ſchlingen, SLING	....	....	ſchlang	....	geſchlungen

1. Often weak, except in p. part.

2. Old (poetic) forms, pres. and impv. ſcheuſt, ſcheuſt.

3. Weak rarely, except in perf. part.

4. Often weak, in sense of *glide*; always in sense of *to drag*.

5. Old (poetic) forms in pres. and impv. ſchleuſſt, ſchleuſt, ſchleuſt.

6. Old (poetic) forms in pres. and impv. ſchleuſt, ſchleuſt.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
ſchmeißen, <i>dash</i>	....	....	ſchmiß	....	geſchmiſſen
ſchmelzen, ¹ MELT	2. ſchmilz(e)t 3. ſchmilzt	....	ſchmolz	....	geſchmolzen
ſchnauben, ²	s. ſchnieben				
ſchneiden, ³ <i>cut</i>	....	....	ſchnitt	....	geſchnitten
ſchneien, ³ SNOW	....	....	[ſchnie]	....	[geſchnie(e)n]
ſchnieben, ⁴ SNORT	....	....	ſchnob	....	geſchnoben
ſchrauben, ⁵ SCREW	....	....	ſchrob	....	geſchroben
ſchrecken, ⁶ <i>be afraid</i>	2. ſchrickt 3. ſchrickt	ſchrick	ſchraf	....	geſchroden
ſchreiben, <i>write</i>	....	....	ſchrieb	....	geſchrieben
ſchreien, <i>cry</i>	....	....	ſchrie	....	geſchrien
ſchreiten, <i>stride</i>	....	....	ſchritt	....	geſchritten
ſchrinden, <i>crack</i>	(obsolete)	....	ſchrund ſchrand	ſchründe	geſchrunden
ſchroten, ⁷ <i>clip</i>	....	....	....	....	geſchroten
ſchwären, ⁸ <i>fester</i>	2. ſchwierſt 3. ſchwiert	....	ſchwor ſchwur	ſchwöre ſchwüre	geſchworen
ſchweigen, ⁹ <i>be silent</i>	....	....	ſchwieg	....	geſchwiegen

1. Also weak ; as trans. properly (though not always) weak

2. In this form now usually weak.

3. Usually and properly weak.

4. Now usually ſchnauben, with weak forms. Old (poetic) forms, pres. and impv. ſchneußt, ſchneußt, ſchneuß.

5. Usually weak.

6. Usually erſchrecken, with also weak impv. erſchrecke. As trans. *frighten*, regularly weak.

7. Weak, except, sometimes, in part.

8. Has also weak pres. — no impv.

9. As trans. *silence*, weak.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
schwollen,¹ SWELL	2. schwollst 3. schwollt	schwoll [schwolle]	schwoll	....	geschwollen
schwimmen, SWIM	....	....	schwamm [schwomm]	schwämme [schwamde]	ge= schwommen
schwinden, <i>vanish</i>	....	....	schwand [schwund]	schwände [schwünde]	geschwunden
schwingen, SWING	....	....	schwang [schwung]	schwänge [schwüinge]	geschwungen
schwören, SWEAR	....	....	schwor schwur	schwüre schwöre	geschworen
sehen,² SEE	2. siehst 3. sieht	sieh(e) [siehe]	sah	....	gesehen
sein, • be	see para- digm (181)	....	....	....	....
senden,³ SEND	....	....	sandte	sendete	gesandt
sieden,⁴ <i>boil</i>	....	....	sott	....	gesotten
singen, SING	....	....	sang	....	gesungen
sinken, SINK	....	....	sank	....	gesunken
sinnen,⁵ <i>think</i>	....	....	sann	sönne sänne	gesonnen
sitzen, SIT	2. sitzt or sitzt	....	säẖ	....	gesessen
sollen, SHALL	Pr. soll, sollst, soll; sollen, etc.	....	sollte	sollte	gesollt
spalten,⁶ SPLIT	....	....	....	....	gespalten

1. As trans. weak; also, rarely, as intrans., except in p. part.

2. The impv. siehe usually stands alone, or as interjection.

3. Also weak throughout.

4. Usually weak.

5. Rarely weak — chiefly in p. part. gesinnt, as adj.

6. Weak, except in p. part.

INFIN ²	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
ſpeien , ¹ SPIT	....	....	ſpie	....	geſpien
ſpinnen , SPIN	....	....	ſpinn	ſpönne ſpänne	geſponnen
ſpleißen , ² SPLIT	2. ſpleißeſt or ſpleißt	....	ſpliß	....	geſpplißen
ſprechen , SPEAK	2. ſpricht	ſpricht [ſpredʒe]	ſprach	....	geſprochen
ſprießen , ³ SPROUT	2. ſprießeſt or ſprießt	....	ſpröß	....	geſproſſen
ſpringen , SPRING	....	....	ſprang	....	geſprungen
ſtechen , <i>prick</i>	2. ſtißt	ſtißt	ſtach	....	geſtochen
ſtecken , ⁴ STICK	2. ſtißt 3. ſticht	....	ſtaß	....	[geſtochen]
ſtehen , STAND	....	....	ſtand [ſtʌnd]	ſtünde ſtünde	geſtanden
ſtehlen , STEAL	2. ſtiehſt 3. ſtiehſt	ſtiehl [ſtehle]	ſtahl [ſtohl]	ſtöhle ſtähle	geſtohlen
ſteigen , <i>mount</i>	....	....	ſtieg	....	geſtiegen
ſterben , <i>die</i>	2. ſtirbt 3. ſtirbt	ſtirb [ſterbe]	ſtarb	ſtirbe ſtarbe	geſtorben
ſtieben , ⁵ <i>scatter</i>	....	....	ſtob	....	geſtoben
ſtinken , STINK	....	....	ſtank	ſtänke ſtünke	geſtunken
ſtoßen , <i>push</i>	2. ſtoß(e)ſt 3. ſtößt	....	ſtieß	....	geſtoßen
ſtreichen , STROKE	....	....	ſtrich	....	geſtrichen

1. Also weak throughout.

2. Also weak — and now rare.

3. Old (poetic) forms in pres. and impv. ſpreußt, ſpreuß.

4. Usually weak throughout.

5. Also weak. Old (poetic) forms in pres. and impv. ſteußt, ſteußt, ſteuß.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
streiten, STRIVE	....	....	stritt	....	gestritten
tragen, <i>carry</i>	2. trägt 3. trägt	....	trug	....	getragen
treffen, <i>hit</i>	2. trifft 3. trifft	triff [treffe]	traf	....	getroffen
treiben, DRIVE	....	....	trieb	....	getrieben
treten, <i>step</i>	2. tritt 3. tritt	tritt [trete]	trat	....	getreten
triefen,¹ DRIP	....	....	troff	....	getroffen
trinken, DRINK	....	....	trank	....	getrunken
trügen,² <i>cheat</i>	....	....	trog	....	getrogen
tun,³ DO	Pr. tue, tust, tut; tun, etc.	tu(e)	tat	....	getan
verderben, <i>spoil</i>	2. verderbt 3. verderbt	verderb	verdarb	verdürbe [verdarbe]	verdorben
verdrießen,⁴ <i>vex</i>	2. verdrießt or verdrießt	....	verdröß	....	verdröffen
vergeffen, FORGET	2. vergißt or vergißt 3. vergißt	bergiß [vergeße]	vergäße	....	vergeffen
verlieren,⁵ <i>lose</i>	....	....	verlor	....	verloren
wachsen,⁶ <i>grow</i>	2. wächst(ef)t 3. wächst	....	wuchß	....	gewachsen

1. Now usually weak. Old (poetic) forms in pres. and impv. treuñst, treuñt, treuñ.

2. Old treugen; hence old (poetic) forms in pres. and impv. treugst, treugt, treug.

3. Irregular. See paradigm (255). In popular phrase tät is often used for tat, as auxil. with infin. Impv. tu chiefly colloquial.

4. Old (poetic) forms in pres. and impv. verdreußt, verdreuß.

5. Old form, verlieren; hence still occasionally the p. part. verliesen.

6. Rarely weak in pres.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
wägen, ¹ WEIGH	<i>see</i> wiegen	....	....	....	....
waschen, ² WASH	2. wäscht(es)t 3. wäscht	....	wasch	....	gewaschen
weben, ³ WEAVE	....	....	web	....	gewoben
-wegen <i>see</i> bewegen	<i>see</i> bewegen				
weichen, ⁴ <i>yield</i>	....	....	wich	....	gewichen
weisen, <i>show</i>	....	....	wies	....	gewiesen
wenden, ⁵ <i>turn</i>	....	....	wandte	wendete	gewandt
werben, <i>sue</i>	2. wirbst 3. wirbt	wirb [werbe]	warb	würbe	geworben
werden, ⁶ <i>become</i>	2. wirst 3. wird	werde	wurde	würde	geworden worden
werfen, <i>throw</i>	2. wirfst 3. wirft	wirf [werfe]	warf	würfe	geworfen
wiegen, ⁷ WEIGH	....	....	wog	....	gewogen
winden, WIND	....	....	wand	....	gewunden
-winnen <i>see</i> gewinnen	<i>see</i> gewinnen				
wirren, ⁸ <i>tangle</i>	....	....	....	....	(gemorren)
wissen, <i>know</i>	Pr. weiß, weist, weiß; wissen, etc.	• • •	wußte	wüßte	gewußt

1. Usually wiegen; both often weak; wägen usually transitive.

2. Rarely weak in pres.

 3. Usually weak — always, except in sense of *weave*.

 4. Always weak in sense of *soften* (from adj. weich).

5. Also weak throughout.

6. Wird is used only in the singular; worden only as passive auxiliary, or poetically.

7. See wiegen. The two are equivalent forms, wiegen more usual.

8. Weak, except, rarely, in p. part.; usually as adj.

INFIN.	2, 3 SING. PR.	2 SING. IMPV.	P. INDIC.	P. SUBJ.	P. PART.
wollen, WILL	Pr. will, wirst, wir; wollen, etc.	wolle	wollte	wollte	gewollt
zeihen, <i>accuse</i>	....	....	zieh	....	geziehen
ziehen, ¹ <i>draw</i>	....	....	zog	....	gezogen
zwingen, <i>force</i>	....	....	zwang	....	gezwungen

1. Old (poetic) forms, pres. and impv. *zeuchst, zeucht, zeuch*.

GENERAL REMARK. — The classification of strong verbs (page 320) — and especially the forms of vowel sequence (§150) — will be found helpful for practice. Other classifications might also be given (as in some other grammars). But, after all, no classification can relieve the necessity of learning most of the verbs *as individuals*. How this may best be done is a question of method, for each teacher to decide. But at any rate, the habit should early be formed of verifying the conjugation of each verb as met with, and of consulting the Alphabetical List in all cases of doubt. In this way the most important verbs, which are of frequent use, may be soon learned without painful effort.

GERMAN HANDWRITING [Schrift].

The Large Alphabet.

A B C D E F G

A B C D E F G

H I J K L M N

H I J K L M N

O P Q R S T U

O P Q R S T U

V W X Y Z

V W X Y Z

The Small Alphabet.

a b c d e f ff g h i

a b c d e f ff g h i

j k l m n o p q r

j k l m n o p q r

f B P t n r w e y z
 s s st t u v w x y z

Modified Vowels.

Ä ä Ö ö Ü ü

Diphthongs.

Au au Äu äu Eu eu
 Ai ai Ei ei

Double Consonants.

Ch ch Ph ph Sch sch
 Th th ck ss sz = ss tz

NOTE. — As has been stated, p. 1, it is not necessary — at least not at first — to write the German *Schrift*. But it may become necessary to learn to read it. This can be done only by practice in reading actual handwriting. As an introduction, a few pages of the *Schrift* will be added.

Früh aufstehen.

Ein Vater vernahm seinen
 Sohn, früh aufzustehen und zu
 zählen ihm die Gessichte von
 einem Jansen, welche früh Mor-
 ganb eine Leiche mit Geld ge-
 pünden habe. — „Ja,“ sagte der
 Vater, „die Jansen, welche das
 Geld verloren hat, ist aber noch
 noch früher aufgestanden.“

Gute Antwort.

Ein Arzt wille zu einem
 Dranten. Ein verbragten,
 der Doktor bemerkt im
 Armel des Raths ein Loth
 und sagte zum Doktor: „da

güßt die Kältezeit herüber.“
 „Und die Linnseide fassen,
 wieviel auch der Arzt kelt.“

Die Prüfung.

In einer Prüfung würde
 ein Prüfer gefragt: „Wie wir-
 de Inseln liegen im Atlan-
 tischen Ozean, und wie hei-
 ßen sie?“ Der Prüfer ant-
 wortete: „Im atlantischen
 Ozean liegen sehr viele In-
 seln, und ich heiße Müller.“

Niemand fragt danach.

Ein Künstler, der bei ei-
 nem Lord zu Gast war,

warst ein Karfassen ein Glas
im. Der Engländer fragte ihn,
ob das in Deutschland so bitter
sei. Geußt erwiderte der
Karfasse: „Das weißt nicht; aber
wenn es einmal gekostet,
fragt manigstans niemand
davon.“

Holz.

Als Lortz nach Geniun zu-
rückkehrte, wurde er vom
Kaiser Karl dem Fünften
hüß empfangen. „Gut! Du
gabst mir so viel unermesselt
dem Monarchen vor. „Wer
bist du?“ fragte der Kaiser
forschend. Lortz antwortete

abon so stolz. „Ist bin der
Mann, der dir mehr Freun-
den gab, als deine Koffer-
von der Kiste hinterlassen
haben.“

Geldmangel.

Ein gewisser Herrmann sah
seinen Geld über den Hüft,
Gold zu machen, geschrieben
und so in der Hoffnung auf
eine gute Losung dem
großen Leo dem Jünger ge-
widmet. Da der selbige Her-
mann sah, daß der Mann ihn
beständig verfolgte, so gab
er ihm endlich eine große,
hohe Geldbörse und sagte:

„Da du Gold kaufen kannst,
so brauchst du mir einen
Leutel, um abzusinken zu
kann.“

Ein Fraßer.

„Ich habe große Kräfte ge-
macht“, sagte ein Fraßer,
„und zwar ohne alle eigene
Kraft oder sonstigen Un-
terstützung“. Wie sind Sie
dann aber fortgekommen?
fragte ihn jemand. — „O, durch
meinen Witz und Krapfen“,
antwortete er. — Da sind Sie
allerdings sehr wohlfeil ge-
wist“, erwiderte der Andere.
mont.

Rufen.

„An demselben Tage, an wel-
chem Götz starb, kam ich zur
Welt,“ sagte ein singulärer
Lehrschüler. Darauf bemerkt,
da jemand: „Sei's fern!“
ja gar nicht der weiseste Li-
bratier zum größten Nachteil.“

Zu Hause.

„Eine Dame sagte zu ihrem
Gaste: „Machen Sie ab sich
bequemen, und bin Sie, als wäre
von Sie zu Hause; da ich selbst
zu Hause bin, so wünsche ich von
Hause, Sie alle wären ab
auf.“

VOCABULARIES.

ABBREVIATIONS AND EXPLANATIONS.

<i>acc.</i> , accusative	<i>irr.</i> , irregular
<i>adj.</i> , adjective	<i>pers.</i> , person
<i>adv.</i> , adverb	<i>pl.</i> , plural
<i>comp.</i> , comparison	<i>prep.</i> , preposition
<i>conj.</i> , conjunction	<i>pron.</i> , pronoun
<i>dat.</i> , dative	<i>subj.</i> , subjunctive
<i>gen.</i> , genitive	<i>S.</i> , strong verb
<i>imp.</i> , impersonal	<i>!</i> , auxiliary sein
<i>intr.</i> , intransitive	<i>tr.</i> , transitive

A dash (—) indicates the repetition of the title word. The genitive of nouns is indicated when it differs from the nominative, the plural is indicated whenever the noun has one. Thus: Abend, der, -s, -e = der Abend; gen. sing. Abends; nom. pl. Abende. * indicates vowel modification. Separable compounds with verbs are indicated by a hyphen (=), as, ab-fahren; inseparables are written as one word. Accents are given when considered necessary. Main accents are marked ', secondary accents `.

The parts of speech are named only in case of double uses of the same word, or when the English equivalent might possibly be ambiguous. Adverbs, unless of special form, are included under the adjectives.

VOCABULARIES.

GERMAN-ENGLISH.

A.

ab, off, away, down.

Abend, der, -s, -e, evening; am
—, in the evening.

aber, but, however.

ab-fahren, S. f., to start; (of a
vessel) to sail.

ab-gesessen, dismount!

ab-nehmen, S., to take off, away.

ab-schicken, to send off.

ab-schreiben, S., to copy.

ab-sitzen, S., to dismount.

ach, ah; oh; alas.

acht, eight; in — Tagen, in a week;
heute über — Tage, to-day week.

achten auf (acc.), to pay heed to.

achtzehn, eighteen.

Advokat, der, -en, -en, lawyer, ad-
vocate.

all, all, every; gone; mein Geld ist
—, my money is gone.

allein, adj., adv., alone, only.

allein, conj., but, yet.

alles, everything, all.

als, adv., as, than; conj., as, when.

also, therefore, so, accordingly.

alt, old; comp. u.

altern, to age, grow old.

am = an dem.

Amerika'ner, der, -s, —, Ameri-
can.

Amerika'nerin, die, -nen, Ameri-
can woman.

an, prep. dat. and acc., at, near, on
to, alongside of, by.

an-bellen, to bark at.

an-blicken, to look at, glance at.

an-bringen, irr., to apply, fasten.

ander, other; unter —em, among
other things.

anders, differently, otherwise.

anderthalb, one and a half.

an-erkennen, irr., to acknowledge.

an-fangen, S., to begin, commence.

angeschwollen, swollen.

an-kommen, S. f., to arrive.

Ankunft, die, arrival.

an-reden, to address.

ant'wort, die, -en, answer.

ant'worten, to answer.

Anzug, der, -s, u, suit of clothes.

Apfel, der, -s, u, apple.

Apothe'ke, die, -n, drug-store.

April, der, -s, April.

Arbeit, die, -en, work, labor.

ar'beiten, to work.

Ar'beiter, der, -s, —, workman.

Arm, der, -es, -e, arm.

arm, poor; comp. u.

Art, die, -en, kind, manner.

artig, well-behaved.

auch, also, even.

auf, prep. dat. and acc., on, upon,
at; to, for; adv., open.

auf'erstanden, risen.

Aufgabe, die, -n, task, exercise.

auf-gehen, S. f., to rise.

aufgefessen, mount!
 auf-halten, *S.*, to stop; sich —, to stay, tarry.
 auf-machen, to open.
 Auf-merk-samkeit, *die*, attention.
 auf-sitzen, *S.*, to mount (a horse, etc.).
 auf-springen, *S.* f., to spring up, jump up.
 auf- stehen, *S.* f., to get up, rise.
 auf-steigen, *S.* f., to arise: to mount.
 auf-wachen, f., to wake up.
 Auge, *das*, -s, -n, eye.
 aus, *prep. dat.*, out of, from, of.
 Aus-druck, *der*, -s, *ne*, expression.
 aus-fragen, to crossquestion.
 aus-geben, *S.*, to spend.
 aus-gehen, *S.* f., to go out.
 aus-ge-stiegen, all out!
 Aus-länder, *der*, -s, —, foreigner.
 aus-sehen, *S.*, to appear, look.
 außer, *prep. dat.*, besides.
 außer-halb, *prep. gen.*, outside.
 äußerst, extremely.
 aus-ver-kaufen, to sell out.
 aus-wendig, externally, outside;
 — lernen, to learn by heart

B.

backen, *S.*, to bake.
 Bäcker, *der*, -s, —, baker.
 baden, to bathe.
 Bäder, *der*, -s, • the Bädeler guide-book.
 Bahnbearbeiter (*adj.-noun*), *der*, railroad official. [tion.
 Bahnhof, *der*, -s, *ne*, railroad sta-

bald, soon; nearly.
 Band, *der*, -es, *ne*, volume.
 Band, *das*, -es, *ne*, ribbon.
 bange, frightened, anxious.
 Bank, *die*, *ne*, bench.
 Bank, *die*, -en, (money-) bank.
 Base, *die*, -n, female cousin.
 bauen, to build.
 Bauer, *der*, -s, -n, farmer *pl.* —, builder.
 Bauernlämmel, *der*, -s, —, clod-hopper.
 Baum, *der*, -es, *ne*, tree.
 Bäumchen, *das*, -s, —, little tree.
 beantworten, to answer.
 bebauen, to till, cultivate.
 befehlen, *S.*, to command, order.
 befinden, *S.*, sich —, to be.
 begegnen (*dat.*) f., to meet (by chance).
 beginnen, *S.*, to begin, commence.
 begraben, *S.*, to bury.
 begrüßen, to greet, welcome.
 behalten, *S.*, to keep.
 • behandeln, to treat.
 bei, *prep. dat.*, by, near, at, with, at the house of, in; — alledem, in spite of all that.
 beide, *pl.*, both; *die* -n, the two.
 bekannt, known.
 bekommen, *S.*, to get, receive.
 beleuchten, to illuminate, light up.
 bequem, comfortable, convenient.
 bereit, ready; prepared.
 Berg, *der*, -es, -e, hill; mountain.
 berichten, to report.
 beschäftigt, busy.
 Beschäftigung, *die*, -en, occupation.

beschreiben, *S.*, to describe.
 befehen, *S.*, to examine, scrutinize.
 besonders, especially.
 besser, better.
 best, best.
 bestrafen, to punish.
 Besuch, *der*, -s, -e, visit; zum —, on a visit.
 besuchen, to visit.
 beten, to pray.
 betragen, *S.*, to amount to; sich —, to behave.
 Bett, *das*, -es, -en, bed.
 Bettler, *der*, -s, —, beggar.
 bezahlen, to pay.
 Bier, *das*, -es, -e, beer.
 Bierwirt, *der*, -s, -e, bar-keeper.
 Bild, *das*, -es, -er, picture, image.
 Bilderbuch, *das*, -es, -er, picture-book.
 Bildhauer, *der*, -s, —, sculptor.
 Billet', *das*, -s, -s and -'te, ticket.
 billig, cheap.
 binnen, within.
 bis, *prep. acc.*, till, up to; *conj.*, until.
 Bitte, *die*, -n, request.
 bitte, please.
 bitten, *S.* (um), to ask, beg (for).
 bleiben, *S.* †, to remain, stay.
 Bleistift, *der*, -s, -e, pencil, lead-pencil.
 blühen, to bloom.
 Blume, *die*, -n, flower.
 Boot, *das*, -es, -e and Böte, boat.
 brauchen, to need, want.
 brechen, *S.*, to break.
 breit, broad.
 brennen, *irr.*, to burn.

Brief, *der*, -es, -e, letter.
 bringen, *irr.*, to bring.
 Brot, *das*, -es, -e, bread, loaf of bread.
 Brücke, *die*, -n, bridge.
 Bruder, *der*, -s, -e, brother.
 Buch, *das*, -es, -er, book.
 Buchhandlung, *die*, -en, book-store.

C.

Cent, *der*, -s, -s, cent.
 Christus, *i*, Christ.
 Coupé, *das*, -s, -s, car (passenger car).
 Cousine, *die*, -n, cousin (female).

D.

da, *adv.*, there, here, then; *conj.*, as, since; when.
 dabei', at it; at the same time.
 Dach, *das*, -es, -er, roof.
 dafür', for it.
 daher', therefore.
 dahin', thither, there, away.
 da'mals, at that time.
 Dame, *die*, -n, lady.
 damit', *adv.*, with that, therewith; *conj.*, in order that, that.
 danken, *dat.*, to thank.
 dann, then.
 darauf', thereupon, on it.
 darin', therein, in it.
 darum', therefore, for that reason.
 darun'ter, among them, under them or it.
 daselbst', there.
 daß, *conj.*, that, so that.

dein, *poss. adj.*, thy; (*gen. of du*),
of thee.

denken, *irr.*, to think.

denn, *conj.*, for.

derjenige, that one; — *welcher*, he
who.

derselbe, the same, he, etc.

deshalb, therefore.

deutsch, *adj.*, German.

Deutschland, *das*, -s, Germany.

Diamant, *der*, -en, -en, dia-
mond.

Dieb, *der*, -es, -e, thief.

dieser, -e, -es, this, the latter.

Ding, *das*, -es, -e, thing.

dividie'ren, to divide.

doch, yet, after all; *used for empha-
sis*: tun Sie es doch, do do it!
— nicht, surely not.

Dok'tor, *der*, -s, -en, doctor.

Dol'lar, *der*, -s, -s, dollar.

donnern, to thunder.

Dorf, *das*, -es, -er, village.

dort, there, yonder.

dort'hin, thither, there, over there.

draußen (*draußen*), outside.

drei, three.

dreierlei, three kinds.

dreizehn, thirteen.

dreichen, *S.*, to thrash.

Drittel, *das*, -s, —, third (part).

drittens, thirdly.

dumm, stupid.

dunkel, dark.

durch, *prep. acc.*, through, by, by
means of.

dürfen, *irr.*, may, to be allowed;
ich darf, I may (*neg.*, must
not).

G.

eben, *adj.*, even, level; *adv.*, just,
even; — *so sehr*, just as much.

Ecke, *die*, -n, corner.

edel, noble.

ehe, *conj.*, before.

ehren, to honor.

ehrlich, honest.

eilen, to hurry.

einan'der, one another. [*ine.*

ein-bilden, *sich* —, (*dat.*), to imag-
ine; **Eindruck**, *der*, -s, -e, impression.

einfach, simple, simply.

ein'gestiegen, all aboard!

einige, several.

einigermassen, to some extent,
somewhat.

ein-saufen, to purchase; to make
purchases.

ein-laden, *S.*, to invite.

ein'mal, once, one time.

einmal, once on a time, just.

Ein'maleins, *das*, —, —, the mul-
tiplication table.

ein-richten, to arrange.

ein-schlafen, *S.* f., to fall asleep.

ein-sehen, *S.*, to perceive.

ein-steigen, *S.* f., to get in.

ein'steigen, all aboard!

einzig, *adj.*, only.

Er'senbahn, *die*, -en, railroad.

Eitelkeit, *die*, -en, vanity.

e'lend, wretched.

elf, eleven.

Eltern, *die*, parents.

empfehlen, *S.*, to recommend; —
Sie mich Herrn E., remember
me to Mr. S.

Ende, das, -s, -n, end.
Engländer, der, -s, —, English man.
Enkel, der, -s, —, grandson.
Enkelin, die, -nen, granddaughter.
entbrennen, *irr.* f., to catch fire.
entfliehen, *S.* f., to flee from.
entge'gen-ge'hen, *S.* f., to go to meet; go towards.
entlang, along.
entlassen, *S.*, to dismiss.
entschuldigen, to excuse.
entstehen, *S.* f., to arise.
entzückt, enraptured, charmed.
erbarmen, sich — (*gen.*), to have mercy (on).
Erde, die, -n, earth, ground.
ereilen, to overtake.
erfahren, *S.*, to experience; to hear, learn.
Erfahrung, die, -en, experience; aus —, from experience.
erfüllen, to fulfil.
erhalten, *S.*, to receive.
erinnern, sich — (*gen.*), to remember.
erkennen, *irr.*, to recognize.
erlauben (*dat. pers.*), to allow, permit.
Erlebnis, das, -ses, -se, experience, event.
Ermahnung, die, -en, admonition.
erreichen, to attain, to reach.
erschlagen, *S.*, to slay.
erst, first; *adv.*, only, just.
erstens, firstly.
erstere, der, the former.
ertrinken, *S.* f., to drown.
erzählen, to relate, tell.

essen, *S.*, to eat.
Esszimmer, das, -s, —, dining-room.
ewig, ever, eternal; auf —, for ever.

F.

fahren, *S.* f. and h., to travel; drive, ride (in a vehicle, etc.).
Fall, der, -es, *acc.*, case; im —, in case.
fallen, *S.* f., to fall.
falls, *conj.*, in case.
Fami'lie, die, -n, family.
faul, lazy, idle.
Feder, die, -n, pen, feather.
fehlen, *imp.*, to lack, to be wanting; es fehlt mir an (*acc.*), I am lacking in.
feierlich, solemn.
fein, fine; genteel.
Feind, der, -es, -e, enemy.
Feld, das, -es, -er, field.
Fenster, das, -s, —, window.
fertig, finished, ready; — werden, to get done.
Feuer, das, -s, —, fire.
finden, *S.*, to find.
Flasche, die, -n, bottle.
Fleisch, das, -es, meat.
fleißig, industrious, diligent.
Fluß, der, -es, *acc.*, river.
Flüßchen, das, -s, —, little river, rivulet.
folgen, f. (*dat.*), to follow.
fort-fahren, *S.*, to continue.
fragen, to ask; es fragt sich, it is a question.

Frankreich, das, -s, France.

Frau, die, -en, woman, wife; Mrs.

Fräulein, das, -s, —, young lady;
Miss.

frei, free.

frei-sprechen, S., to acquit.

fremd, strange, foreign; (*adj.-noun*),
stranger.

fressen, S., to eat (like an ani-
mal).

Freude, die, -n, joy.

freuen, sich —, to rejoice, be glad;
es freut mich, I am glad.

Freund, der, -es, -e, friend.

freundlich, friendly, kind.

Freundschaft, die, -en, friendship.

freundschaftlich, friendly.

Friede, der, -ns, -n, peace.

frieren, S., to freeze; es friert mich,
I am cold.

Frist, die, -en, respite, time.

froh, glad.

früh, early.

früher, earlier; former; *adv.*,
formerly.

Frühling, der, -s, -e, spring.

Frühstück, das, -s, -e, breakfast.

frühstücken, to breakfast.

fühlen, to feel.

führen, to lead.

fünfzig, fifty.

für, *prep. acc.*, for.

Fürst, der, -en, -en, prince.

Fürstentum, das -s, -er, principal-
ity.

Fuß, der, -es, -ße, foot; zu —, on
foot.

G.

ganz, whole, all, entire; (*adv.*), quite.

gar, very; — nichts, nothing at all;
— nicht, not at all.

Garten, der, -s, -n, garden.

Gärtner, der, -s, —, gardener.

geben, S., give; es gibt, there is or
are.

Gebirge, das, -s, —, mountains,
chain of mountains.

geboren, born.

Gedanke, der, -ns, -n, thought.

gedankenvoll, thoughtful; deep
in thought.

gedenken, *irr. (gen.)*, to remember.

geehrt, honored; — er Herr, dear
Sir.

gefallen, S. (*dat.*), to please.

gefälligst, *adv.*, please, be so kind.

gegen, *prep. acc.*, towards, against,
in comparison with.

Gegend, die, -en, region, district.

gegenseitig, mutual.

gehen, S. *i.*, to go, walk.

gehören, *dat.*, to obey.

gehören, to belong.

Geld, das, -es, -er, money.

Geldsorge, die, -n, money cares.

Gelegenheit, die, -en, opportunity.

gelehrt, learned. [cêed.

gelingen, S. *i.*, *imper. dat.*, to suc-

Gemach, das, -es, -er, apartment

Gemahl, der, -s, -e, husband.

Gemahlin, die, -nen, wife.

Gemälde, das; -s, —, painting.

gemäß, *prep. dat.*, according to.

genau, accurately, closely, exactly.

Genfer See, der, -s, lake Geneva.

genug, enough.

Gepäck, das, -s, -e, luggage.

gerade, straight; (*adv.*) just.

gern or gerne, gladly.

Geschäft, das, -es, -e, business.

geschehen, *S.* f., to happen.

Geschwister, *pl.*, brother and sister;
brothers and sisters.

Gesetz, das, -es, -e, law.

gestern, yesterday.

gestrig, *adj.*, of yesterday.

gewiß, certain; certainly, for certain.

gewöhnlich, general, common.

Glas, das, -es, *zer*, glass; — Wasser, glass of water.

Glaube, der, -ns, belief, faith.

glauben, *dat. of pers.*, to believe.

gleich, like, equal; *adv.*, at once.

Glück, das, -es, luck, happiness.

gelingen, *f., imp. (dat.)*, to succeed.

glücklich, happy.

glücklicherweise, luckily.

gnädig, gracious, kind.

Gott, der, -es, God; *zer*, gods.

Gottesdienst, der, -es, -e, divine service.

grau, grey.

groß, big, large, tall; *comp.* größer, größt.

Großmutter, die, *z.*, grandmother.

Großvater, der, -s, *z.*, grandfather.

Grund, der, -es, *zer*, ground, reason.

grün, green.

Gruß, der, -es, *zer*, greeting, compliment.

grüßen, to greet; send love or compliments.

gut, good, kind; *adv.*, well.

H.

Haar, das, -es, -e, (a) hair; *pl.* die

Haare, the hair.

hadern, to quarrel, find fault.

hageln, to hail.

halb, half; — sechs, half past five.

Hälfte, die, -n, half.

halten, *S.*, to hold; — für, to consider; es hält (sich) schwer, it is hard.

Hand, die, *zer*, hand.

handeln, to act.

Handgepäck, das, -s, -e, hand-baggage.

handhaben, to handle.

Handschuh, der, -s, -e, glove.

Handtuch, das, -es, *zer*, towel.

hangen or hängen, *S.*, to hang.

hängen, *tr.*, to hang.

häßlich, ugly.

Haupt, das, -es, *zer*, head; chief.

Hauss, das, -es, *zer*, house; nach —e, home; zu —e, at home.

Haustür, die, -en, house-door.

heben, *S.*, to lift.

Heft, das, -es, *zer*-e, copy-book.

heftig, violent.

heiraten, to marry.

heißen, *S.*, to be called; to bid.

heiter, cheerful.

Held, der, -en, -en, hero.

helfen, *S. (dat.)*, to help.

hell, light, bright.

her, hither, here.

herausziehen, *S.*, to pull out.

Herbst, der, -es, -e, autumn.

herein, in (towards the speaker).

- herein-kommen, *S. f.*, to come in, enter.
 her-laufen, *S. f.*, to run along.
 Herr, der, -n, -en, lord; master; gentleman; Mr.
 herrlich, glorious.
 herum', um —, round about.
 herum'-kommen, *S. f.*, to come around.
 herum'-tragen, *S.*, to carry round.
 Herz, das, -ens, -en, heart.
 heulen, howl.
 heute, to-day; — morgen, this morning.
 hier, here.
 hierher, hither, here.
 hin, thither, away, off.
 Hindernis, das, -es, -e, obstacle.
 hinein', in (away from speaker).
 hinein-fallen, *S. f.*, to fall in.
 hinein-gehen, *S. f.*, to go in.
 hin-legen, to lay down; sich —, to lie down.
 hin-setzen, sich —, to seat one's self, sit down.
 Hinsicht, die, -en, regard; in einer —, in one respect. [hind.
 hinter, *prep. acc. and dat.*, behind.
 hintergehen, *S.*, to deceive.
 hinterlassen, *S.*, to leave behind; to bequeath.
 hin-werfen, *S.*, to throw down.
 Job, -s, Job.
 hoch, high; *comp.*, höher, höchst.
 höchstens, at the highest, at most.
 hoffen, to hope.
 hoffentlich, *adv.*, it is to be hoped, I hope, etc.
- Hoffnung, die, -en, hope.
 höflich, polite, courteous.
 höher, higher.
 holen, to fetch, bring.
 Holz, das, -es, -er, wood.
 hören, to hear.
 Hose, die, -n, trousers.
 Hotel, das, -s, -s, hotel.
 hübsch, pretty, handsome.
 Hund, der, -es, -e, dog.
 hundert, das, -s, -e, a hundred.
 hungrig, hungry.
 Husar', der, -en, -an, hussar.
 Husa'renun'teroffizier', non-commissioned officer of hussars.
 Hut, der, -es, -e, hat.
- I.
- ihr, ihre, ihr, *poss. adj.*, her; their.
 Ihr, *poss. adj.*, your.
 Ihrig, *poss. pron.*, yours; die —en, your family; your folks.
 im = in dem.
 immer, always, ever.
 in, *prep. dat. and acc.*, in; into.
 indem', whilst; while.
 inmit'ten, *prep. gen.*, in the midst of.
 inner, inward, inner.
 innerhalb, *prep. gen.*, within.
 ins = in das, into the.
 Insekt', das, -s, -en, insect.
 Insel, die, -n, island.
 interessant', interesting.
 irren, sich —, to be mistaken.
 Ita'lien, das, -s, Italy.
 ita'lienisch, Italian.

J.

ja, yes; why; to be sure, etc.
 jagen, to chase, hunt.
 Jahr, das, -es, -e, year.
 jawohl, yes certainly.
 jedermann, -s, everybody.
 jedoch, however.
 jemals, ever.
 jemand, -es, somebody, anybody.
 jener, jene, jenes, that, the former.
 jenseits, *prep. gen.*, on the other side (of).
 jetzt, *adj.*, present.
 jetzt, now.
 Jugend, die, youth; von — an, from youth up.
 jung, young; *comp. u.*
 Junge, der, -n, -n, boy.
 Juni, der, -s, -s, June.

K.

Kaiser, der, -s, —, emperor.
 Kajüte, die, -n, cabin.
 kalt, cold; *comp. u.*
 kämpfen, to fight.
 Karl, Charles.
 kaufen, to buy.
 Kaufmann, der, -s, *der or Kauf-*leute, merchant.
 kaum, scarcely.
 kein, *adj.*, no, not any.
 keiner, no one, none.
 keineswegs, by no means.
 kennen, *irr.*, to know; — lernen, to get to know, become acquainted with.

Kerl, der, -es, -e, fellow.
 Kind, das, -es, -er, child.
 Kirche, die, -n, church.
 Klasse, die, -n, class.
 Kleid, das, -es, -er, garment, dress; *pl.*, clothes.
 klein, small, little.
 klingeln, to ring the bell.
 klug, clever, wise, prudent.
 Knabe, der, -n, -n, boy.
 Koffer, der, -s, —, trunk.
 kommandie'ren, to command.
 kommen, *S. i.*, to come.
 König, der, -s, -e, king.
 Königin, die, -nen, queen.
 Königskind, das, -es, -er, royal child.
 können, *irr.*, can, to be able.
 Kopf, der, -es, -e, head.
 Korrespondenz, die, -en, correspondence; — führen, to carry on correspondence.
 korrigie'ren, to correct.
 kostbar, costly, precious.
 krank, ill, sick.
 Krankheit, die, -en, illness, sickness.
 kriechen, *S. i.*, to creep.
 Küche, die, -n, kitchen.
 Kuchen, der, -s, —, cake.
 Küchentür, die, -en, kitchen-door.
 Kuh, die, -e, cow.
 kühl, cool.
 Kummer, der, -s, grief.
 Kunst, die, -e, art.
 Künstler, der, -s, —, artist.
 Kunstfache, die -n, work of art.
 Kunststadt, die, -e, town of art.
 kurz, short; *comp. u.*

L.

lächeln, to smile.
 lachen, to laugh.
 Laden, der, -s, *z*, shop, store.
 Lamm, das, -es, *zer*, lamb.
 Land, das, -es, *zer*, land; auf dem
 —e, in the country.
 landen, *f*., to land.
 Land'sgesetz', das, -es, -e, law of
 the country.
 lang, long; *comp.* *z*; —e, *adv.*, for
 a long time.
 längs, *gen.*, alongside of.
 • langsam, slowly.
 • langweilen, *sich* —, to have a dull
 • time, to be bored.
 langweilig, tedious, wearisome.
 lassen, *S.*, to let; to cause; to per-
 mit; to have (a thing done).
 laufen, *S.* *f*., to run.
 laut, loud.
 laut, *prep. gen.*, according to.
 lauter, *adv.*, nothing but.
 Leben, das, -s, —, life.
 Lebewohl, das, -s, -e, farewell.
 legen, to lay.
 Lehrer, der, -s, —, teacher.
 Lehrerin, die, -nen, woman teach-
 er.
 leicht, easy, light.
 leid, es tut mir —, I am sorry.
 leiden, *S.*, to suffer.
 leider, unfortunately.
 leihen, *S.*, to lend.*
 leise, softly, gently.
 Lektion', die, -en, lesson.
 lernen, to learn.
 lesen, *S.*, to read.

Lesestück, das, -es, -e, selection for
 reading.

lest, last.

lester, latter.

Leute, die, *pl.*, people.

lieb, dear; — haben, to be fond
 of, like.

lieben, to love.

lieber, *comp. adv.*, rather; *sup.*, am
 liebsten; ich gehe am liebsten, I
 prefer (above all) to go.

Lied, das, -es, -er, song.

Lie'derbuch', das, -es, *zer*, book of
 songs.

liegen, *S.*, to lie.

Li'lie, die, -n, lily.

Lob, das, -es, praise.

loben, to praise.

lohn'en, to pay, reward; to be
 worth while.

lügen, *S.*, to lie.

Lust, die, *ze*, desire, inclination;
 — haben, to care.

lustig, merry.

M.

machen, to make, do.

Macht, die, *ze*, power.

Mädchen, das, -s, —, girl, maiden.

Mai, der, -es, -en, May.

Mal, das, -es, -e, time; zum er-
 sten —, for the first time.

mal (for einmal), once; komm —
 her, just come here; sechs —
 zwölf, six times twelve.

Maler, der, -s, —, painter.

man, one, people, they, etc.; —
 sagt, it is said.

mancher, many a; *pl.* many.
 Mangel, der, -s, *u.*, defect; — an, lack of.
 Mann, der, -es, *zer*, man, husband.
 Marie', Mary.
 Mark, die, —, mark (coin equal to about 25 cents).
 Marmor, der, -s, marble.
 Medizin', die, -en, medicine.
 Meer, das, -es, -e, sea; am —e, by the sea.
 mehr, more; nicht —, no more, no longer.
 mehrere, several.
 Meile, die, -n, mile.
 mein, *poss. adj.*, my; *gen. of pron.*, of me.
 meinen, to mean, think.
 meiner, *poss. pron.*, mine; *gen.*, of me.
 meinerseits, for my part.
 Meinung, die, -en, opinion.
 meist, most.
 meistens, mostly.
 Melodie', die, -n, tune, melody.
 Mensch, der, -en, -en, man, human being; fellow.
 Minute, die, -n, minute.
 mißbrauchen, to misuse.
 mit, *prep. dat.*, with, along with; *adv.*, along.
 mit-bringen, *irr.*, to bring along.
 mit-gehen, *S. f.*, to go along.
 Mitglied, das, -es, -er, member.
 Mitte, die, -n, middle.
 mögen, *irr.*, may (possibility); to like.
 möglichst, — lange, as long as possible.

Mo'nat, der, -s, -e, month.
 Mon'tag, der, -s, -e, Monday.
 Morgen, der, -s, —, morning.
 morgen, to-morrow.
 morgens, of a morning; in the morning.
 müde, tired.
 Mund, der, -es, -e, mouth.
 Mu'se'um, das, -s, Museen, museum.
 müssen, *irr.*, must, to be obliged to; to have to.
 Mutter, die, *u.*, mother.

N.

nach, *prep. dat.*, to; after; according to; — Hause, home.
 Nach'bar, der, -s, -n, neighbor
 Nach'barschaft, die, -en, neighborhood.
 nachdem', *conj.*, after.
 nach-denken, *irr.*, to meditate; to reflect.
 nachher', afterwards.
 nach-kommen, *S. f.*, to come after.
 nach-laufen, *S. f.*, to run after.
 nach-schlagen, *S.*, to look up (in a book).
 Nacht, die, *u.*, night; nachts, at night.
 Nadel, die, -n, needle.
 nah, near; *comp.*, näher, nächst.
 Nähe, die, vicinity; nearness.
 näher, nearer.
 Name, der, -n, -n, name.
 nämlich, that is to say; namely.
 Narr, der, -en, -en, fool.
 naß, wet.

natür'lich, naturally, of course.
neben, *prep. dat. and acc.*, beside; alongside of.
nebst, *prep. dat.*, along with.
Neffe, der, -n, -n, nephew.
nehmen, *S.*, to take.
nein, *adv.*, no.
nennen, *irr.*, to name, call.
nett, nice, neat.
neu, new.
neulich, lately, recently.
neun, nine.
nicht, not.
Nichte, die, -n, niece.
nichts, nothing; — *als*, nothing but.
***nie**, never.
nie'mals, never.
nie'mand, nobody.
noch, still; yet; — *ein*, one more, another; — *nicht*, not yet; — *nie*, never *yet; *weder . . . —*, neither . . . nor.
Norden, der, -s, North.
Nordsee, die, North Sea, German Ocean.
nun, now; *as exclamation*: well!
nur, only.

D.

ob, *conj.*, whether, if.
ob, *prep. gen.*, on account of.
oben, above, upstairs.
obgleich, *conj.*, although.
Ochs, der, -en, -en, ox.
oder, or.
offen, open.
öffnen, to open.
oft, often; *comp.*, öfter.

öfter, frequently.
ohne, *prep. acc.*, without; but for.
Ohr, das, -es, -en, ear.
Onkel, der, -s, —, uncle.
Osten, der, -s, East.

P.

Paar, das, -es, -e, pair.
paar, few; *ein* —, a few, a couple.
Papier, das, -s, -e, paper.
passen, to fit; — *auf etwas*, to pay attention to something.
Pas'tor, der, -s, -en, pastor, clergyman.
Pause, die, -n, pause; recess.
Pennsylvanien, das, -s, Pennsylvania.
Pfennig, der, -s, -e, penny; (100 Pfennig = 1 Mark = 25 cents).
Pferd, das, -es, -e, horse.
Pfui, sie; — *über dich*, shame on you.
Platz, der, -es, -e, place.
Post, die, -en, post; mail.
Postkarte, die, -n, postal-card.
Präsident, der, -en, -en, president.
Preis, der, -es, -e, price.
Privat'ge'sell'schaft, die, -en, private company.
Pult, das, -es, -e, desk.

R.

raten, *S. (dat. of pers.)*, to advise.
rathslagen, to counsel, hold counsel.
rauchen, to smoke.
rechnen, to reckon, calculate.

recht, right; very; — haben, to be right.
 reden, to talk, speak.
 Regen, der, -s, —, rain.
 Regenschirm, der, -s, -e, umbrella.
 Regiment', das, -s, -er, regiment.
 regnen, to rain.
 reich, rich.
 reif, ripe.
 rein, clean.
 Reise, die, -n, journey.
 reisen, f. and h., to journey, travel.
 Reisende(r) (*adj.-noun*), traveler.
 rennen, *irr.*, to run.
 retten, to save.
 Rhein, der, -es, Rhine.
 Richter, der, -s, —, judge.
 Ring, der, -es, -e, ring.
 Rock, der, -es, *u*e, coat.
 Rose, die, -n, rose.
 rot, red; *comp.* *u*.
 rudern, to row.
 rufen, *S.*, to call.
 ruhig, quiet, still.
 rühmen, sich —, to boast.

S.

Sache, die, -n, thing, affair.
 säen, to sow.
 sagen, to say.
 Same, der, -ns, -n, seed.
 samt, *prep. dat.*, along with.
 Sattel, der, -s, *u*, saddle.
 saufen, *S.*, to drink (like an animal).
 Schaf, das, -es, -e, sheep.
 schallen, *S.*, sound.
 schämen, sich —, to be ashamed.
 schelten, *S.*, scold.

schicken, to send.
 Schiffer, der, -s, —, boatman.
 Schinken, der, -s, —, ham.
 Schlächter *also* Schlächter, der, -s, —, butcher.
 schlafen, *S.*, to sleep.
 schlagen, *S.*, to beat, strike.
 schlecht, bad.
 Schlechtigkeit, die, -en, badness.
 schließen, *S.*, to shut, lock.
 schließlich, finally.
 Schlüssel, der, -s, —, key.
 Schmerz, der, -es, -en, pain.
 schmutzig, dirty.
 Schneider, der, -s, —, tailor.
 schneien, to snow.
 schnell, quick, fast.
 schon, already.
 schön, beautiful, pretty, fine.
 schrecklich, terrible, horrible.
 schreiben, *S.*, to write.
 schüchtern, bashful.
 Schuh, der, -es, -e, shoe.
 Schuhladen, der, -s, *u*, shoe-store.
 Schuhmacher, der, -s, —, shoe-maker.
 Schularbeit, die, -en, school-work.
 Schulbuch, das, -es, *u*er, school-book.
 schuldig, guilty; owing; — sein, to owe; — bleiben, to owe.
 Schule, die, -n, school; zur — gehen, to go to school.
 Schüler, der, -s, —, scholar, pupil.
 Schülerin, die, -nen, femalescholar.
 Schulkamerad, der, -en, -en, school-mate.
 Schulrat, der, -s, *u*e, school-inspector.

- Schulzimmer**, *das*, -s, —, school-room.
Schuster, *der*, -s, —, cobbler, shoe-maker.
Schweiz, *die*, Switzerland.
schwer, difficult; heavy. [*choly*.]
schwermütig, downcast; melan-
Schwester, *die*, -n, sister.
schwimmen, *s. and h.*, to swim.
sechs, six; **sechsmal**, six times.
sechzehn, sixteen.
sechzig, sixty.
See, *die*, -n, sea.
See, *der*, -s, -n, lake.
Segelboot, *das*, -es, -e, sail-boat.
segeln, *s. and h.*, to sail.
segnen, to bless.
sehen, *S.*, to see.
sehr, very, much.
Seife, *die*, -n, soap.
seit, *prep. dat.*, since.
seitdem or **seit**, *conj.*, since.
Seite, *die*, -n, side, page.
selber, self; **Sie** —, you yourself.
selbst, self; *ich* —, I myself; *adv.*, even.
selten, rare; *adv.*, seldom.
senden, *irr.*, to send.
setzen, to set, place, put; *sich* —, to sit down, seat one's self.
sie, *nom.*, she; *acc.*, her; they, them.
Sie, *nom. and acc.*, you.
seven, seven.
siebzig, seventy.
singen, *S.*, to sing.
Sitz, *der*, -es, -e, seat.
sitzen, *S.*, to sit.
so, so, then; as, if.
sofort, immediately.
sogar, even.
sogenannt, so-called.
sogleich, at once.
Sohn, *der*, -es, *ae*, son.
solch, such a.
Soldat, *der*, -en, -en, soldier.
sollen, *irr.*, shall; am to; *ich* sollte, I ought to.
Sommer, *der*, -s, —, summer.
sondern (*after negative*), but.
Sonne, *die*, -n, sun.
Son'nenchein, *der*, -s, sunshine.
Sonn'tag, *der*, -s, -e, Sunday.
sonst, otherwise.
spät, late; **spätestens**, at latest.
Spaten, *der*, -s, —, spade.
Spazier'gang, *der*, -s, *ae*, walk; einen — machen, to take a walk.
spielen, to play.
sprechen, *S.*, to speak.
springen, *S. s. and h.*, to spring, jump.
Staat, *der*, -es, -en, state.
Stadt, *die*, *ae*, town, city.
stark, *comp. a.*, strong; *es* regnet —, it is raining hard.
statt, *prep. gen.*, instead of.
Statue, *die*, -n, statue.
stecken, to put; stick.
stehen, *S.*, to stand.
stehlen, *S.*, to steal.
steigen, *S. s.*, to mount; ascend; climb.
Stein, *der*, -es, -e, stone.
Stelle, *die*, -n, spot, place.
stellen, to place, put.
sterben, *S. s.*, to die.
Stiefel, *der*, -s, —, boot.

still, quiet, still; — stehen, to stop.
 Stimme, die, -n, voice.
 Stock, der, -es, ^{we}, stick.
 stolz, proud.
 Straße, die, -n, street.
 Straßenbahn, die, -en, street-rail-
 road; mit der —, on the street-
 car.
 streiten, contend; sich —, to argue,
 quarrel.
 streng, strict; stern.
 Strumpf, der, -es, ^{we}, stocking.
 Stube, die, -n, room.
 Stubentür, die, -en, door of the
 room.
 Stück, das, -es, -e, piece.
 Student', der, -en, -ent, student.
 studie'ren, to study.
 Stu'dium, das, -s, Studien, study.
 Stuhl, der, -es, ^{we}, chair.
 Stunde, die, -n, hour.
 suchen, to seek, look for.
 Süddeutschland, das, -s, South-
 Germany.
 Süden, der, -s, south.
 Sünde, die, -n, sin.

I.

Tag, der, -es, -e, day.
 Tageslicht, das, -es, daylight.
 Tal, das, -es, ^{we}, valley.
 tanzen, to dance.
 Tasche, die, -n, pocket.
 Tasse, die, -n, cup.
 Tee, see Thee. [share.
 Teil, der, -s, -e, part; das —,
 teil'nehmen, S., to take part, par-
 ticipate.

teils, partly.
 Teller, der, -s, —, plate.
 Testament', das, -es, -e, testa-
 ment; will.
 teuer, dear.
 Thea'ter, das, -s, —, theatre; ins
 — gehen, to go to the theatre.
 Thee (or Tee), der, -s, -n, tea.
 tief, deep.
 Tier, das, es, -e, animal.
 Tinte, die, -n, ink.
 Tisch, der, -es, -e, table.
 Tochter, die, ⁿ, daughter.
 Tod, der, -es, death.
 Ton, der, -es, ^{we}, tone.
 Tor, das, -es, -e, gate.
 tot, dead.
 träge, lazy, idle.
 treffen, S., to meet.
 treten, S. ^f, to step, tread.
 trinken, S., to drink.
 trocken, dry.
 trotz, *prep. gen.*, in spite of.
 Tuch, das, -es, ^{we}, cloth.
 tun, S. *irr.*, to do.
 Tür, die, -en, door.

II.

über, *prep. dat. and acc.*, over,
 above; about.
 überall', everywhere.
 überle'gen, sich —, to consider.
 übermor'gen, day after to-morrow.
 überre'den, to persuade.
 über-se'ten, to ferry across.
 überset'zen, to translate.
 überwäl'tigen, to overcome.
 ü'brig, over, left, remaining.

Ufer, das, -s, —, shore, bank.

Uhr, die, -en, clock; watch.

um, *prep. acc.*, around; about; for;
— sechs Uhr, at six o'clock.

um . . . zu, in order to.

um . . . willen, *gen.*, for the sake
of.

umge'hen, *S.*, to evade.

um'geſtiegen, change cars!

um'ſchlagen, *S.*, to upset.

umſonſt', in vain; for nothing.

um'ſteigen, *S.* ſ., to change cars.

um'werfen, *S.*, to upset, throw
over.

unartig, naughty.

und, and.

Un'ehrlichkeit, die, dishonesty.

Ungar, der, -n, -n, Hungarian.

un'geach'tet, *gen.*, in spite of.

unſer, *poss. adj.*, our; *gen. of wir*:
of us.

Un'sinn, der, -s, nonsense.

un'sinnig, nonsensical.

unter, *prep. dat. and acc.*, under;
among.

un'willkür'lich, involuntary.

V.

Vater, der, -s, —, father.

Vaterland, das, -es, fatherland;
native country.

verbleiben, *S.* ſ., to remain; re-
main over.

verblühen, ſ., to fade.

Verbrechen, das, -s, —, crime.

Verbrecher, der, -s, —, criminal.

verbringen, *irr.*, to spend.

verdienen, to earn.

Berei'nig'ten Staaten, die, the
United States.

vergeſſen, *S.*, to forget.

Bergiß'meinnicht', das, -s, -e, for-
get-me-not (flower).

verhei'ra'ten, ſich —, to marry.

verkaufen, to sell.

verkehren, to associate.

verkehrt, wrong.

verlangen, to demand; ask.

verlieren, *S.*, to lose.

vermieten, to rent.

vermiſſen, to miss.

vermöge, *prep. gen.*, by means of.

vermögen, *irr.*, to be able.

verſchämt, ashamed; bashful.

verſprechen, *S.*, to promise.

verſuchen, to try.

Vetter, der, -s, -n, cousin (male).

viel, much.

viele, many.

vielleicht', perhaps.

vier, four.

Viertel, das, -s, —, quarter.

Viertelſtunde, die, -n, quarter of
an hour.

vierzehn, fourteen.

Vogel, der, -s, —, bird.

vollen'den, to finish, complete.

von, *prep. dat.*, of; from; by.

vor, *prep. dat. and acc.*, before; in
front of; ago.

voran', ahead.

vorbei', past.

vorbei'ge'hen, *S.* ſ., to go past.

Vorfahr, der, -en, -en, ancestor.

vor'stellen, to present; represent;
introduce; ſich — (*dat.*), to ima-
gine.

W.

wachsen, *S.* f., to grow.
Wagen, *der*, -*s*, —, carriage; wagon; cart.
wählen, to choose.
wahr, true.
während, *prep. gen.*, during.
wahr'hä'ftig, truly.
Wald, *der*, -*es*, *zer*, wood; forest.
Wand, *die*, -*e*, wall (inside a building).
wann, when.
warm, warm, *comp. u.*
warten (*auf*, *acc.*), to wait (for).
warum', why.
was, what; which; why.
waschen, *S.*, to wash.
Wasser, *das*, -*s*, —, water.
weder . . . noch, neither . . . nor.
Weg, *der*, -*es*, -*e*, road, way.
weg-bekommen, *S.*, to get (something) away.
wegen, *prep. gen.*, on account of.
weg-jagen, to drive away.
weg-kommen, *S.* f., to get away.
weg-ziehen, *S.* f., to move away.
wehen, to blow; waft.
weiden, to graze.
Weide, *die*, -*n*, meadow; pasture.
weigern, *sich* —, to refuse.
weil, *conj.*, because.
Weile, *die*, time; while.
Wein, *der*, -*es*, -*e*, wine.
weinen, to weep, cry.
weinerlich, whimpering, whining.
weiß, white.
weit, far; — *von*, far from.

weiter, further; und so —, (abbr.: u. f. w.), and so forth.
welcher, -*e*, -*es*, which, who, what.
wenden, *irr.*, to turn; wend.
we'nig, little (in quantity).
we'nige, *pl.*, few.
we'nigstens, at least.
wenn, *conj.*, if; when; whenever; — *auch*, even if.
wer, who, whoever. [grow.
werden, *S.* f., *irr.*, to become; get;
werfen, *S.*, to throw.
Wert, *das*, -*es*, -*e*, work.
weshalb', wherefore.
Westen, *der*, -*s*, west.
Wetter, *das*, -*s*, —, weather.
wider, *prep. acc.*, against.
widerste'hen, *S.*, to resist.
wie, how; as; like.
wieder, again.
wiederho'len, to repeat.
wieder=holen, to fetch again.
wieder=sehen, *S.*, to see again.
Wiese, *die*, -*n*, meadow.
wild, wild, savage.
Wille, *der*, -*ns*, will.
Wind, *der*, -*es*, -*e*, wind.
windig, windy.
Winter, *der*, -*s*, —, winter.
wirklich, really.
Wirt, *der*, -*es*, -*e*, host, landlord.
Wirtin, *die*, -*nen*, hostess, landlady.
wissen, *irr.*, to know, know how.
wo, where; if?
Woche, *die*, -*n*, week.
wohin', where, whither.
wohl, well; probably; ja wohl, yes indeed.

wohl'ha'bend, well-to-do; wealthy.

wohnen, to live, dwell.

wollen, *irr.*, will; wish, want to, intend to; be about to.

worauf', whereon; on what; where-upon.

worin', in which; wherein.

Wort, das, -es, *er*, word (single words).

Wort, das, -es, -e, word (connected words).

Wörterbuch', das, -es, *er*, dictionary.

wort'über, over which; about what; at what.

wovon', of which; about what.

'wovor', at which; of which.

wozu', to what; for what purpose.

wundern, sich —, to wonder, be astonished.

wun'derschön', very beautiful.

wünschen, to wish.

Wurst, die, *e*, sausage.

Wut, die, rage; *wor* —, for rage.

wütend, mad, angry.

3.

zehn, ten.

zeichnen, to draw; to mark.

zeigen, to show.

Zeit, die, -en, time.

zeitig, *adj.*, in time.

Zeitung, die, -en, newspaper; *hier* —, local newspaper.

zerbrechen, *S.*, to break, break to pieces.

zertreten, *S.*, to trample on, trample down.

ziehen, *S.*, to draw, pull; *intr.* *ſ.*, to move.

Zimmer, das, -s, —, room.

Zimmermiete, die, -n, room-rent.

zittern, to tremble.

zu, *prep. dat.*, to; at; for; — *Hause*, at home; *adv.*, too.

züchtigen, to chastise.

zuerst', at first; first of all.

Zug, der, -es, *e*, train; pull; procession; feature.

zuletzt', at last.

zu-machen, to shut.

zurück', back.

zurück'-geben, *S.*, to give back, return.

zurück'-kommen, *S.* *ſ.*, to come back, return.

zu-rufen, *S. dat.*, to call to.

zu-schließen, *S.*, to lock.

zuvor', *adv.*, before.

zuwei-len, at times.

zuwi'ber, against; *mir* —, unpleasant to me.

zwanzig, twenty.

zwar, truly; that is to say; to be sure; forsooth.

zwei, two.

zwei'mal, twice.

zweit, *adj.*, second.

zweitens, secondly.

zwischen, *prep. dat. and acc.*, between.

Zwischendeck, das, -s, -e, between decks, steerage.

zwölf, twelve.

ENGLISH-GERMAN VOCABULARY.

A.

- a, an, ein;** not —, *kein*.
able, be —, können, irr.
aboard, an Bord; all —! (on train, etc.), Einsteigen! or Einsteigen!
about, prep., um (acc.); adv., umher'; to speak — something, von etwas sprechen; be — to do something, etwas tun wollen.
about (nearly), adv., un'gefähr.
absolutely, absolut'.
accept, an=nehmen, S.
accident, Unfall, der, -s, =e.
according to, gemäß (dat.), nach (dat.).
account, on — of, wegen (gen.); on that —, deswegen.
accuse, an=klagen (of, gen.).
accustomed, gewohnt (to, acc.).
acknowledge, an=erkennen, irr.
acquainted, bekannt; to become — with somebody, jemand kennen lernen.
acquit, frei=sprechen, S.
act, Handlung, die, — en.
act, to —, handeln.
add, hinzu=fügen. [stehen.
address, an=reden; (a letter) adre=
advise, raten, S. (dat. pers.).
aft, hinten.
after, prep., nach (dat.); adv., nachher'; conj., nachdem'.
afterwards, nachher'.
again, wieder.
against, prep., gegen, wider (acc.).
aged, bejahrt.
ago, vor (prep. dat.); a year —, vor einem Jahre.
ahead, voran; to go —, voran=gehen, S. f.
allow, erlauben (dat. pers.).
allowed, to be —, dürfen, irr.
almost, beina'he.
alone, allein'.
along, prep., längs (gen.); — with, nebst (dat.).
along, adv., entlaug'; go —, entlaug'=gehen, S. f.; go — (accompany), mit=gehen, S. f.
already, schon.
also, auch.
although, conj., obgleich'.
always, immer.
America, Ame'rika, das, -s.
American, Amerika'ner, der, -s, —; (woman) Amerika'nerin, die, -nen.
American, adj., amerika'niſch.
among, prep., unter (dat. and acc.).
amusing, amüſant', unterhaltend.
and, und.
angry, böse.
animal, Tier, das, -es, -e.
another (additional) noch ein; (different) ein anderer; one —, ein=ander, sich.

answer, Antwort, die, -en (to, auf, *acc.*).
answer, to —, ant'worten (*dat. pers.*).
anxious, besorgt, ängstlich.
any, etwas; welches; not —, kein.
anybody, (irgend) je'mand.
anything, etwas; irgend etwas; not —, nichts.
apartment, Gemach, das, *zer.*
appear, (to look) aus-sehen, *S.*; (seem) scheinen, *S.*; erscheinen, *S. f.*
apple, Apfel, der, -s, Äpfel.
appoint, ernennen, *irr.*
argue, sich streiten, *S.*
arm, Arm, der, -es, -e. [die, -n.
army, Heer, das, -es, -e; Armee',
around, *prep.*, um (*acc.*); — him,
 um ihn herum.
arrest, verhaften.
arrive, an-kommen, *S. f.* (at, in, *dat.*).
art, Kunst, die, *ze.*
artist, Künstler, der, -s, —.
arts, school of —, Kunstakademie',
 die, -n.
as, *conj.*, (*past time*) als; (*cause*) da;
 (*manner*) wie; — big as, so groß
 wie.
ashamed, to be —, sich schämen (of, *gen.*).
ashore (on the shore), am Lande;
 go —, ans Land gehen.
ask (question), fragen; (beg, ask
 for), bitten, *S.* (for, um, *acc.*).
asleep, fall —, ein-schlafen, *S. f.*
assert, behaupten; (pretend) wol-
 len, *irr.*

at, *prep.*, an (*dat. and acc.*); —
 New York, in New York; — the
 lake, an dem See; — home, zu
 Hause; — my uncle's, bei meinem
 Onkel.
attend, achten (to = auf, *acc.*).
attention, Auf'merksamkeit, die,
 -en; pay — to, achten auf (*acc.*).
August, August', der, -s, *ze.*
aunt, Tante, die, -n.
aware, to become — of something,
 etwas gewahr werden.
away, weg, fort.

B.

back, *adv.*, zurück, wieder; come —,
 zurück-kommen, *S. f.*
bad, schlecht.
bake, baden, *S.*
baker, Bäcker, der, -s, —.
ball, Ball, der, -es, *ze.*
bank, (money-bank) Bank, die,
 -en; (shore) Ufer, das, -s, —.
bathe, baden.
be, to —, sein, *irr.*; (of health),
 sich befinden, *S.*
bear, Bär, der, -en, -en.
beautiful, schön.
beauty, Schönheit, die, -en.
because, *conj.*, weil.
become, werden, *S. f.*; what has —
 of him, was ist aus ihm geworden.
bed, Bett, das, -es, -en.
beer, Bier, das, -es, -e.
before, *prep.*, vor (*dat. and acc.*);
conj., ehe, bevor.
before (formerly), *adv.*, früher, vor-
 her'.

beg, bitten, *S.* (for, um, *acc.*).
 begin, beginnen, *S.*, an-fangen, *S.*
 beginning, in the —, am Anfange.
 behave, sich betragen, *S.*
 behind, *prep.*, hinter (*dat. and acc.*).
 behold, an-schauen.
 belief, Glaube, der, -ns.
 believe, glauben (in, an, *acc.*).
 belong, gehören (*dat. pers.*).
 bench, Bank, die, *pl.*
 beneath, *prep.*, unter (*dat. and acc.*).
 bequeath, hinterlassen, *S.*
 beside, *prep.*, neben (*dat. and acc.*).
 besides, *prep.*, außer (*dat.*).
 best, best.
 better, besser.
 between, *prep.*, zwischen (*dat. and acc.*).
 beyond, *prep.*, jenseits (*gen.*).
 Bible, Bibel, die, -n.
 big, groß, *irr. comp.*
 bill, Rechnung, die, -en; (certificate), Schein, der, -es, -e.
 bind, binden, *S.*; (book) ein=binden, *S.*
 bird, Vogel, der, -s, *pl.*
 black, schwarz.
 bless, segnen.
 blessing, Segen, der, -s, —.
 blush, erröten.
 board, on —, an Bord.
 boast, sich rühmen (of, *gen.*).
 boat, Boot, das, -es, -e and *pl.*
 boatman, Schiffer, der, -s, —.
 book, Buch, das, -es, *pl.*
 book-store, Buchhandlung, die, -en;
 Bücherladen, der, -s, *pl.*
 boot, Stiefel, der, -s, —.

born, geboren.
 both, beide, die beiden.
 bottle, Flasche, die, -n.
 bound (of books, etc.), eingebunden.
 boy, Knabe, der, -n, -n; Bube, der, -n, -n.
 brave, tapfer.
 bread, Brot, das, -es, -e.
 break, brechen, *S.*; — to pieces, zerbrechen.
 breakfast, Frühstück, das, -es, -e.
 breakfast, to —, früh/stücken.
 bridge, Brücke, die, -n.
 bright, hell, klar.
 bring, bringen, *irr.*; — along, mit=bringen, *irr.*
 broad, breit.
 brother, Bruder, der, -s, *pl.*
 build, bauen.
 burn, brennen, *irr.*
 bury, begraben, *S.*
 business, Geschäft, das, -es, -e;
 — friend, Geschäftsfreund, der, -es, -e.
 busy, beschäftigt.
 but, aber; (strong contrast) allein; (after negative) sondern; nothing —, nichts als.
 butcher, Schlächter or Schlächter, der, -s, —.
 buy, kaufen.
 by, (vicinity) bei (*dat.*); (agent) von (*dat.*), (by means of) durch (*acc.*).
 bye, good-bye, adieu! leben Sie wohl! to say —, Lebwohl sagen; Adieu! sagen.

C.

cabin, Kabin'te, die, -n; — passen-
ger, Kabinenpassagier', der, -s, -e.
cake, Kuchen, der, -s, —.
call, rufen, *S.*; (to name), nennen,
irr.; to be —ed, heißen, *S.*; —
* out, aus-rufen, *S.*
call (wake), wecken.
call (visit), besuchen; — on some-
body, jemanden besuchen; to make
a —, einen Besuch machen.
can, können, *irr.*
capable, fähig (of, *gen.*).
car (compartment of railroad car),
Coupé, das, -s, -s.
*card, Karte, die, -n; Christmas
card, Weih'nachtskarte, die, -n.
care, Sorg'falt, die.
care (like to), mögen, *irr.*
careful, sorg'fältig.
carpenter, Zimmermann, der, -s,
Zimmerleute.
carry, tragen, *S.*
case, in —, *conj.*, falls.
cat, Katze, die, -n.
cent, Cent, der, -s, —.
certain, gewiß.
chair, Stuhl, der, -es, *e.
change, ändern; (exchange money,
etc.), wechseln; — cars, um-stei-
gen, *S.* f.
charity, Barmherzigkeit, die.
Charles, Karl, -s. *
charming, reizend.
chase, jagen; — out, hinaus- or
heraus-jagen.
cheap, billig. [sich.
cheerful, munter, froh, lustig, fröh-

cheese, Käse, der, -s, —.
child, Kind, das, -es, -er. *
Christmas, Weih'nachten (*plur.*);
merry Christmas, fröhliche Weih'-
nachten.
Christmas-card, Weih'nachtskarte,
die, -n.
church, Kirche, die, -n; to —, zur
Kirche; at —, in der Kirche.
city, Stadt, die, *e.
claim (pretend), wollen, *irr.*
class, Klasse, die, -n.
clean, rein. *
clergyman, Geistliche(r) (inflects
like an adj.).
clever, klug.
close, zu-machen; schließen, *S.*
close by, dicht dabei'; dicht bei
(*dat.*).
cloth, Tuch, das, -es, *er.
clothes, Kleider, die (*plur.*).
coat, Rock, der, -es, *e.
coffee, Kaffee, der, -s, -s.
cold, kalt; to be —, frieren, *S.*; I
am cold, es friert mich, or mich
friert.
colleague, Kollege, der, -n, -n.
come, kommen, *S.* f.
comfortable, bequem.
commence, an-fangen, *S.*; begin-
nen, *S.*
commit, begehen, *S.*
common, gemein (to, *dat.*).
companion, Kamerad', der, -en, -en.
company, Gesellschaft, die, -en.
compliment, Kompliment', das, -s,
-e.
concert, Konzert', das, -s, -e.
condemn, verur'teilen.

conduct', führen, leiten.
 con'duct, Betragen, das, -s.
 conscious, bewußt (of, *gen.*).
 consider (take for), halten für.
 consult, ratichlagen.
 contain, enthalten, *S.*
 continue, fort-fahren, *S.*
 convict, überführen (of, *gen.*).
 cool, kühl.
 copy, ab-schreiben, *S.*
 copy-book, Heft, das, -es, -e.
 cost, kosten.
 count, to —, zählen.
 count, Graf, der, -en, -en.
 countess, Gräfin, die, -nen.
 country, Land, das, -es, -er; in the —, auf dem Lande.
 course, of —, natürlich.
 court (of justice), Gericht, das, -es, -e; (royal), Hof, der, -es, -e.
 cousin (male), Vetter, der, -s, -n, (female), Cousine, die, -n; Waise, die, -n.
 crawl, kriechen, *S. f.*
 creep, kriechen, *S. f.*
 crime, Verbrechen, das, -s, —.
 criminal, Verbrecher, der, -s, —.
 cross, über-setzen; (in a boat, etc.), über-fahren, *S. f.*
 cup, Tasse, die, -n.

D.

dance, tanzen.
 dare, wagen.
 dark, dunkel.
 dark-green, dunkelgrün.
 daughter, Tochter, die, -n.
 day, Tag, der, -es, -e; — after to-

morrow, ü/hermorgen; — before yesterday, vor/gestern.
 daylight, Tageslicht, das, -es.
 dead, tot.
 deal, a good — of German, ziem-lich viel Deutsch.
 dear, teuer, lieb.
 death, Tod, der, -es.
 deceive, hintergehen, *S.*
 deed, Tat, die, -en; Werk, das, -es, -e.
 deem, — worthy, würdigen (of, *gen.*).
 deep, tief.
 defect, Mangel, der, -s, -e (in, of, an).
 dependent, abhängig (on, von, *dat.*).
 describe, beschreiben, *S.*
 desert, verlassen, *S.*
 desire, Verlangen, das, -s.
 desire, to —, wünschen, verlangen.
 desk, Pult, das, -es, -e.
 diamond, Diamant, der, -en, -en.
 dictionary, Wörterbuch, das, -es, -er.
 die, sterben, *S. f.*
 difference, Unterschied, der, -s, -e.
 different, verschieden, ander.
 difficult, schwer.
 diligent, fleißig.
 dining-room, Eßzimmer, das, -s, —.
 directly, direkt', (time), gleich.
 dirty, schmutzig.
 discharge, entlassen, *S.*
 dishonorable, ehrlos.
 dispense (with), entbehren (*gen.*).
 disturb, stören.
 do, tun, *irr.*; machen.
 doctor, Doktor, der, -s, -en.

dog, Hund, der, -es, -e.
 dollar, Dol'lar, *der, -s, -s; five
 -s, fünf Dol'lar.
 done, to get —, fertig werden; I
 am —, ich bin fertig.
 door, Thür, die, -en.
 down, hinab'; herab'.
 drama, Drama, das, -s, Dramen;
 *Echauspiel, das, -s, -e.
 draw, ziehen, S.; (sketch), zeichnen.
 dream, träumen.
 dress, Kleid, das, -es, -er.
 dress, to —, sich an-ziehen, S.
 dressmaker, Schneiderin, die, -nen.
 drink, trinken, S.; (like an animal),
 saufen, S.
 drive, fahren, S. f. and h.; — past,
 vorbei'-fahren, S. f.
 drive, take a —, spazie'ren fahren,
 S. f.
 dry, trocken.
 during, *prep.*, während (*gen.*).
 dwell, wohnen.

E.

ear, Ohr, das, -es, -en.
 early, früh; earlier, früher.
 earth, Erde, die, -n; on —, auf
 Erden.
 East, Osten, der, -s.
 easy, leicht.
 eat, essen, S.; (like an animal),
 fressen, S.
 edit, heraus-geben, S.
 edition, Aus'gabe, die, -n.
 eight, acht.
 eighth (the), der achte.
 eighty, achtzig.

either . . . or, entweder . . . oder.
 elder, älter.
 eleven, elf.
 eloquent, beredt.
 else, sonst.
 emperor, Kaiser, der, -s, —.
 empty, leer.
 enemy, Feind, der, -es, -e.
 English, englisch, [—.
 Englishman, Eng'länder, der, -s,
 enough, *adv.*, genug.
 entire, ganz.
 escape, entfliehen, S. f.; entkom-
 men, S. f.
 even, sogar'; selbst; — if, wenn auch.
 evening, Abend, der, -s, -e.
 ever, je'mals, je.
 every, jeder.
 everybody, jedermann.
 everything, alles.
 except, *prep.*, außer (*dat.*).
 exclaim, aus-rufen, S.
 excuse, entschuldigen, (*acc. pers.*).
 exercise, Auf'gabe, die, -n.
 expect, erwarten.
 experience, Erfahrung, die, -en;
 from —, aus Erfahrung.
 explain, erklären; that can be —ed,
 das läßt sich erklären.
 extremely, äußerst.
 eye, Auge, das, -s, -n.

F.

face, Gesicht, das, -es, -er.
 factory, Fabrit', die, -en.
 fade, verblühen.
 fair, Jahrmarkt, der, -s, -e; Messe,
 die, -n

fairly, ziemlich; — well, ziemlich gut,
 faith, Glaube, der, -ns.
 fall, fallen, *S.* f.; — asleep, ein-
 schlafen, *S.* f.
 family, Famili'e, die, -n.
 far, weit; not — from, unfern
 (*gen.*), unweit (*gen.*).
 farewell! lebe wohl, lebt wohl,
 leben Sie wohl.
 farmer, Landmann, der, -es, Land-
 leute; (peasant) Bauer, der, -s, -n.
 fast, schnell.
 fat, dick.
 father, Vater, der, -s, u.
 fatherland, Va'terland', das, -es.
 feel, fühlen.
 fertile, fruchtbar.
 fetch, holen.
 few, wenige; a —, einige.
 field, Feld, das, -es, -er.
 fifteen, fünfzehn.
 fifty, fünfzig.
 fight, kämpfen.
 finally, schließlich, endlich.
 find, finden, *S.*
 fine, schön, fein.
 finished, fertig.
 finger, Finger, der, -s, —.
 first, erst; the —, der erste; (*adv.*),
 zuerst; at —, zuerst.
 five, fünf.
 flatter, schmeicheln (*dat.*).
 flee, fliehen, *S.* f.
 floor, Boden, der, -s, —, and u.; (of
 a room) Fußboden, der, -s, u.
 flower, Blume, die, -n.
 fluent, fließend.
 follow, folgen, *f.* (*dat.*).

fool, Narr, der, -en, -en; Tor, der,
 -en, -en.
 foolish, ein'fältig, närrisch.
 foot, Fuß, der, -es, uße.
 for, *prep.*, für (*acc.*).
 for, *conj.*, denn.
 forbid, verbieten, *S.* (*dat. pers.*).
 foreign, fremd.
 forest, Wald, der, -es, uer.
 forget, vergessen, *S.*
 forgotten, vergessen; long —,
 längstvergessen.
 fork, Gabel, die, -n.
 former, the —, der erstere; jener;
 (earlier) früher.
 formerly, früher.
 forty, vierzig.
 founder, Gründer, der, -s, —.
 four, vier.
 fourteen, vierzehn.
 fourth, the —, der vierte.
 free, frei.
 fresh, frisch.
 Friday, Freitag, der, -es, -e.
 friend (male), Freund, der, -es, -e;
 (female) Freundin, die, -nen.
 friendly, freundlich.
 from, von (*dat.*); aus (*dat.*); vor
 (*dat.*).
 front, in — of, vor (*dat. and acc.*).
 frontier, Grenze, die, -n.
 fur, Pelz, der, -es, -e.

G.

game, Spiel, das, -es, -e.
 garden, Garten, der, -s, u.
 gardener, Gärtner, der, -s, —.
 gate, Tor, das, -es, -e.

generally, gewöhnlich.

gentleman, Herr, der, -n -en;

Gentlemen! meine Herren!

German, adj., deutsch; also adj.-noun.

Germany, Deutschland, das, -s.

get (become), werden, *irr.* f.; (receive) bekommen, S.; (arrive) ankommen, S. f.

get up, aufstehen, S. f.

get out (of a carriage, etc.), aussteigen, S. f.

gift, Geschenk, das, -s, -e; (talent) Gabe, die, -n.

gifted, begabt.

girl, Mädchen, das, -s, —.

give, geben, S.

glad, froh (of, *gen.*); to be —, sich freuen (of, über, *acc.*).

gladly, gern, gerne.

glass, Glas, das, -es, *er.*

glorious, herrlich.

glove, Handschuh, der, -s, -e.

go, gehen, S. f.

God, Gott, der, -es; gods, Götter.

gold, Gold, das, -es.

good, gut; — -bye, adieu.

grammar, Grammatik, die, -en.

granddaughter, Enkelin, die, -nen.

grandfather, Großvater, -s, *er.*

grandmother, Großmutter, die, *er.*

grandson, Enkel, der, -s, —.

grant (fulfill), erfüllen; geben, S.

grateful, dankbar.

green, grün.

ground, Erde, die, -e; Grund, der, -es.

grow, wachsen, S. f.

H.

hair, Haar, das, -es, -e; the hair, die Haare.

half, halb; — the money, das halbe Geld.

hall (of a house), Vorplatz, der, -es, *er.*

ham, Schinken, der, -s, —.

hand, Hand, die, *er.*; shake —, die Hand geben oder reichen.

handle, handhaben.

handsome, hübsch, schön.

hang, *intr.*, hängen, S.; *tr.* hängen.

happen, geschehen, S. f.

happiness, Glück, das, -es.

happy, glücklich.

hard, hart; (difficult), schwer.

hardly, kaum.

hasten, eilen.

hat, Hut, der, -es, *er.*

hate, hassen.

hateful, verhaßt.

hatred, Haß, der, -es.

have, haben, *irr.*; — something done, etwas machen lassen, S.; — to (must), müssen, *irr.*

head, Kopf, der, -es, *er.*

headache, Kopfschmerz, der, -s; I have a —, ich habe Kopfschmerz.

hear, hören.

heart, Herz, das, -ens, -en; to learn by —, auswendig lernen.

help, helfen, S. (*dat. pers.*).

Henry, Heinrich.

her, *poss. adj.*, ihr; *pron. dat.*, ihr; *acc.*, sie.

here, hier; come —, kommen Sie
hier!

hero, Held, der, -en, -en.

hers, *poss. pron.*, ihrer, der ihre, der ihrige.

herself, she —, sie selbst; (*refl.*) sich.

hesitate, zögern.

high, hoch; —er, höher; —est, höchst; (*adv.*), am höchsten.

hill, Hügel, der, -s, —.

himself, he —, er selbst; (*refl.*) sich.

his, *poss. adj.*, sein; *poss. pron.*, seiner, der seine, der seinige.

home, to go —, nach Hause gehen; to be at —, zu Hause sein.

honor, Ehre, die, -n.

honest, ehrlich.

hope, Hoffnung, die, -en.

hope, hoffen; hoping, in der Hoffnung.

horse, Pferd, das, -es, -e.

hot, heiß.

hotel, Hotel, das, -s, -s.

hotel-keeper, Wirt, der, -es, -e; Gastwirt, der, -es, -e.

hour, Stunde, die, -n.

house, Haus, das, -es, -er.

house-door, Haustür, die, -en.

however, aber, jedoch.

hundred (a), hundert; the —, das Hundert, -s, -e.

Hungarian, Un'gar, der, -n, -n.

hungry, hungrig.

hunt, jagen.

hurry, Eile, die; to be in a —, Eile haben.

hurt, (damage), Schaden (*dat.*); (pain), weh tun; it —s me, es tut mir weh.

husband, Mann, der, -es, -er; (*po-lite form*) Herr Gemahl.

I.

idle, faul, träge.

if, *conj.* (condition), wenn; (whether), ob.

ill, krank.

illness, Krankheit, die, -en.

illustrate, illustrie'ren.

imagine, sich (*dat.*), ein-bilden.

important, wichtig.

impression, Ein'druck, der, -s, -e (on, auf, *acc.*).

imprisonment, Gefan'gen'schaft, die; one year's —, ein Jahr Gefängnis.

in, *prep.*, in (*dat. and acc.*), bei (*dat.*).

inattentive, un'aufmerksam.

industrious, fleißig.

inhabitant, Ein'wohner, der, -s, —.

innocent, un'schuldig.

insect, Insekt, das, -es, -en.

inside, innerhalb (of, *gen.*).

insist, bestehen, S. (on, auf, *acc.*).

instance, for —, zum Beispiel; *abbr.* i. B.

instead, — of, *prep.*, statt, anstatt (*gen.*); — working, anstatt zu ar'beiten.

insure, versichern.

interesting, interessant'.

into, *prep.*, in (*acc.*).

introduce, vor-stellen (to, *dat.*).

Irishman, Ir'länder, der, -s, —.

J.

journey, Reise, die, -n.

joy, Freude, die, -n; for —, vor Freude.

judge, Richter, der, -s, —.

jump, springen, *S.* f. *and* h.; — up, aufspringen, *S.* f.; — out, heraus- *and* hinaus-springen, *S.* f.
June, Ju'ni, der, -s, -s.
just, *adj.*, gerecht; *adv.*, eben; (only), nur; — when, gerade als.

K.

keep, behalten, *S.*; — an eye on something, das Auge auf etwas halten; (remain), bleiben, *S.* f.
key, Schlüssel, der, -s, —.
kind, Art, die, -en; what — of (a), was für (ein).
kindness, Güte, die.
king, König, der, -s, -e.
kitchen, Küche, die, -n.
kitchen-door, Küchentür, die, -en.
knee, Knie, das, -es, -e.
knife, Messer, das, -s, —.
knock, klopfen; there is a —, es klopft.
know (by the senses), kennen, *irr.*; wissen, *irr.*; — by heart, auswendig wissen; — German, Deutsch können.
knowledge, Wissen, das, -s; with-in my —, meines Wissens.

L.

labor, Arbeit, die, -en.
lack, fehlen; I — money, es fehlt mir an Geld (*dat.*).
lady, Dame, die, -n.
lake, See, der, -s, -n; — Geneva, der Genfer See.
lamb, Lamm, das, -es, *zer.*

land, Land, das, -es, *zer.*
land, to —, landen, i.
large, groß, größer, größt.
last, to —, dauern.
last, *adj.*, letzt; at —, zuletzt.
late, spät; (deceased), selig, verstorben.
lately, neulich.
latest, at (the) —, spätestens.
latest, *adj.* (newest), neuft.
latter, the —, der letztere, dieser.
laugh, lachen; — at, aus-lachen.
lawyer, Advokat', der, -en, -en.
lay, legen; — one's self down (to lie down), sich hin-legen.
lazy, faul, träge.
lead, führen.
leaf, Blatt, das, -es, *zer.*
learn, lernen.
learned (*adj.*), gelehrt.
least, at —, wenigstens.
leave, verlassen, *S.*
lend, leihen, *S.*
lesson, Lektion', die, -en; (the hour's —), Stunde, die, -n.
let, lassen, *S.*; or imperative.
letter, Brief, der, -es, -e.
lie, liegen, *S.*; — down, sich hin-legen.
life, Leben, das, -s, —.
life-insurance, Lebensversicherung, die, -en.
lift, heben, *S.*
light, Licht, das, -es; — of day, Tageslicht, das, -es. [leicht].
light, *adj.* (color), hell; (weight),
like, to —, mögen, *irr.*; (be fond of), gerne haben; I should —, ich möchte.

like, *adj.*, ähnlich (*dat.*); *adv.*, wie.
literary, li'te-ra'riſch; — work, li'te-ra'riſche Arbeit, die.
little (of quantity), wenig; (of size), klein.
live, leben; (dwell), wohnen.
lock, zuſchließen, *S.*
long, lang, *comp.* „; (*adv.*) lange, lang; for a — time, lange.
longer, no — (of time), nicht mehr.
look (appear), ausſehen, *S.*; — to something, nach etwas ſehen, *S.*; — for, ſuchen.
lord, Herr, der, -n, -en; (English title) Lord, der, -s, -s.
lose, verlieren, *S.*
loud, laut.
love, Liebe, die; with — to all, mit Gruß an alle.
love, to —, lieben; (be fond of) gern or lieb haben.
luck, Glück, das, -es.

M.

maiden, Mädchen, das, -s, —.
main-street, Hauptſtraße, die, -en.
make, machen; (cause), laſſen.
man, Mann, der, -es, „er; (in a general ſenſe) Menſch, der, -en, -en.
many, viele; — a, mancher.
March, März, der, -es, -e.
mark, Mark, die, -en (1 mark = 24 cents); five —s, fünf Mark.
marry, hei'raten; he is married, er iſt verhei'rattet.
master, Herr, der, -n, -en.
matter, Sache, die, -n.

may, (to be allowed) dürfen, *irr.*; (possibility) mögen, *irr.*
mean, meinen; ſagen wollen.
means, by — of, vermittelſt, mittelſ (*gen.*); by no —, keineswegs.
meat, Fleiſch, das, -es.
meet, treffen, *S.*; (by chance) be-
 gegnen, *f.* (*dat.*).
melody, Melodie, die, -n.
melt, ſchmelzen, *S.* *f.*
member, Mitglieb, das, -es, -er.
merchant, Kaufmann, der, -es; *pl.*, Kaufleute.
mercy, to have —, ſich erbarmen (on, *gen.*).
meter, Meter, das, -s, —.
midst, in the — of, inmitten (*gen.*).
might, Macht, die, „e.
mind, Sinn, der, -es, -e; (memory) Gedächtnis, das, -ſes, -ſe.
mine, *poſſ. pron.*, meiner; der meine; ne; der meinige.
minute, Minute, die, -n.
Miss, Fräulein, das, -s, —.
mistaken, to be —, ſich irren.
misuse, mißbrau'chen.
mock, ſpotten (at, *gen.*).
modest, beſcheiden.
Monday, Montag, der, -s, -e; on —, am Montag.
money, Geld, das, -es, -er.
month, Mo'nat, der, -s, -e.
more, mehr (*indecl.*); or *comp.*
morning, Morgen, der, -s, —; good —! Guten Morgen! this —, heute Morgen, dieſen Morgen.
most, meiſt; the —, die meiſten; — of the time, die meiſte Zeit.
mostly, meiſtens, meiſt.

mother, Mutter, die, *u.*
move, *trs.*, bewegen; *intrs.*, ziehen,
S; (from one house to another)
 umziehen, *S. f.*
Mr., Herr, -n, -en.
much, viel, sehr.
murmur, murmeln. [*se'en.*
Museum, Muse'um, das, -s, Mu-
must, müssen, *irr.*
myself, I —, ich selbst; *refl.*, mich.

N.

name, Name, der, -ns, -n.
name, to —, nennen, *irr.*
nation, Nation', die, -en; Volk, das,
 -es, *er.*
near, nahe; näch'er, nächst; — New
 York, nahe bei New-York; — it,
 nahebei.
nearly, beina'he, fast.
necessary, not'wendig.
need (to be in — of), bedürfen, *irr.*
(gen.); (want, use) brauchen.
neglect, vernach'lä'ssigen.
negro, Neger, der, -s, —.
neighbor, Nachbar, der, -s, -n.
neighborhood, Nachbarschaft, die,
 -en.
neither, — of them, keiner von bei-
 den; — nor, weder . . . noch.
never, niemals, nimmer.
new, neu.
New Year, Neujahr, das, -es, -e;
 Happy —! Glückliches Neujahr!
news, Nachricht, die, -en.
newspaper, Zeitung, die, -en.
next, nächst; -- to, neben (*dat. and*
acc.).

niece, Nichte, die, -n.
night, Nacht, die, *ae.*
nine, neun.
ninth, the —, neunte, der.
no, *adv.*, nein; *adj.*, fein; — one,
 keiner.
noble, edel.
nobody, nie'mand.
none, keine (*pl. pron.*).
nor, noch.
North, Norden, der, -s; — Sea,
 Nordsee, die.
not, nicht; — at all, gar nicht.
nothing, nichts; — at all, gar nichts;
 — but, nichts als.
notwithstanding, *prep.*, un'ge-
 achtet (*gen.*).
November, No'vember, der, -s, —.
now, jetzt, nun; from — on, von
 jetzt an.

O.

obey, gehorchen (*dat.*).
obliged, to be —, müssen, *irr.*; to
 be — to somebody, jemandem
 verbunden sein.
occur, sich ereignen; geschehen, *S. f.*
o'clock, at eight —, um acht Uhr.
October, Ok'tober, der, -s, —.
of, von (*dat.*); *or gen. case.*
offer, An'erbieten, das, -s.
offer, to —, an'bieten, *S.*
office, Amt, das, -es, *er.*; what be-
 longed to his —, was seines Am-
 tes war.
officer, Offizier', der, -s, -e.
often, oft; *comp.* *u.*
 oh! ach!
old, alt; *comp.* *u.*

on, *prep.* (upon), **auf** (*dat. and acc.*); (against, alongside of), **an** (*dat. and acc.*).
once (numeral), **einmal**; (indef.), **einmal**, **mal**; at —, **gleich**.
one (people, they), **man**; (numeral), *adj.*, **ein**; *pron.*, **einer**; **eins**.
only (*adj.*), **einzig**; (*adv.*), **nur**.
open, **öffnen**, **auf-machen**.
open, *adj.*, **offen**, **auf**.
opinion, **Meinung**, **die**, -en; of the same —, **gleicher Meinung**.
opportunity, **Gelegenheit**, **die**, -en or, **oder**.
order, in — to, **um . . . zu**; in — that, *conj.*, **damit**, **auf daß**, **daß**.
order, to — (goods), **bestellen**; (command), **befehlen**, *S. (dat. pers.)*.
other, *adj.*, **ander**; (addition), **noch** otherwise, **sonst**. [**ein**.]
ought, he — to, **er sollte**; he — to have, **er hätte . . . sollen**.
our, **unser**.
ours, **unser**, **der unsere**, **der unsrige**.
out, — of, (*prep.*), **aus** (*dat.*); to go —, **aus-gehen**, *S. f.*
outside, *adv.*, **draußen**; — of, **auß-erhalb** (*gen.*).
over, *prep.*, **über** (*dat. and acc.*).
overcoat, **Überzieher**, **der**, -s, —.
owe, **schulden**, **schuldig sein**.
own, *adj.*, **eigen**.
own, to —, **besitzen**, *S.*
ox, **Ochs**, **der**, -en, -en.

P.

painter, **Maler**, **der**, -s, —.
painting, **Gemälde**, **das**, -s, —.
pair, **Paar**, **das**, -es, -e.
paper, **Papier**, **das**, -s, -e.
parents, **Eltern**, **die**.
part, take —, **teil-nehmen**, *S. (in, an, dat.)*.
pass, to — (on foot) **vorbei-gehen**, *S. f.*; (in a vehicle) **vorbei-fahren**, *S. f.*; (of time) **vergehen**, *S. f.*
passenger, **Passagier**, **der**, -s, -e.
past, *adv.*, **vorbei**; quarter — seven, **Viertel nach sieben** or **Viertel auf acht**.
pay, **bezahlen**.
peace, **Friede**, **der**, -ns, -n.
peasant, **Bauer**, **der**, -s, -n.
pen, **Feder**, **die**, -n.
pencil, **Bleistift**, **der**, -s, -e; **Bleistift**, **die**, -n.
Pennsylvania, **Pennsylvanien**, **das**, -s.
people, **Leute**, **die**; **man**; (nation) **Volk**, **das**, -es, *2^{er}*.
perfect, **vollkom-men**.
perhaps, **vielleicht**.
permit, **erlauben** (*dat. pers.*).
persuade, **bereden**, **überreden**.
pfennig, **Pfennig**, **der**, -s, -e (100 Pfennige = 1 **Mark**).
picture, **Bild**, **das**, -es, -er.
picture-book, **Bilderbuch**, **das**, -es, *2^{er}*.
picture-gallery, **Gemäldegalerie**, **die**, -n; **Bildegalerie**, **die**, -n.
place, **Platz**, **der**, -es, *2^e*.
plate, **Teller**, **der**, -s, —.
play, **Spiel**, **das**, -es, -e; at — **beim Spiele**.
pleasant, **an-nehmlich**.
please, to —, **gefallen**, *S. (dat.*

- pers.*); (give pleasure) Freude machen.
- please** (polite request), bitte (*abbr. of ich bitte*).
- pleased**, to be —, sich freuen (about, at, über, *acc.*).
- pleasure**, Vergnügen, das, -s, —.
- pocket**, Tasche, die, -n.
- poet**, Dichter, der, -s, —; Poet', der, -en, -en.
- poetry**, Poesie', die, -n; Dichtung, die, -en.
- policeman**, Polizist', der, -en, -en; Schutzmann, der, -es, Schutzleute.
- polite**, höflich; most —ly, aufs Höflichste.
- poor**, arm; *comp. p.*
- possible**, möglich; as quickly as —, so schnell wie möglich, möglichst schnell.
- potato**, Kartoffel, die -n.
- power**, Macht, die, *ae.*
- praise**, loben; preisen, *S.*
- praiseworthy**, lobenswert; a — act, eine zu lobende Handlung.
- preach**, predigen.
- prepare**, vor-bereiten (for, auf, *acc.*); (lessons) präparieren.
- prepared**, *adj.* (ready), bereit.
- present**, Geschenk, das, -es, -e.
- present** (*adj.*) (time), jetzt; (place) gegenwärtig; at —, jetzt; to be —, da sein.
- president**, Präsident', der, -en, -en.
- pretend to**, wollen, *fr.*; he —s to be clever, er will klug sein.
- pretty**, hübsch, schön; — good, ziemlich gut.
- price**, Preis, der, -es, -e.
- prince**, Fürst, der, -en, -en; Prinz, der, -en, -en.
- princess**, Prinzessin, die, -nen; Fürstin, die, -nen.
- principality**, Fürstentum, das, -es, *ae.*
- print**, drucken.
- prison**, Gefängnis, das, -ses, -se.
- prisoner** (*adj. noun*), Gefangene(r), probably, wohl, wahrscheinlich; (*also expressed by future tense*).
- promise**, versprechen, *S.*
- proud**, stolz.
- proverb**, Sprichwort, das, -es, *ae.*
- pull**, ziehen, *S.*
- punctual**, pünktlich.
- punish**, bestrafen.
- pupil**, Schüler, der, -s, —.
- purse**, Geldbeutel, der, -s, —; Börse, die, -n.
- put**, stecken; (place) stellen, setzen.

Q.

- quarter**, Viertel, das, -s, —; — past two, ein Viertel nach zwei or ein Viertel auf drei.
- queen**, Königin, die, -nen.
- question**, Frage, die, -n; ask a —, eine Frage stellen; it is a —, es fragt sich.
- quick**, schnell.
- quiet**, ruhig, still.
- quite**, ganz.

R.

- railroad**, Eisenbahn, die, -en.
- railroad-accident**, Eisenbahnunfall, der, -s, *ae.*

railroad-official, Bahnbeam'te(r),
(adj.-noun).
railroad-station, Bahnhof, der, -es,
"e.
rain, Regen, der, -s.
rain, to —, regnen.
rare, selten.
rather, lieber; (somewhat) etwas.
reach, erreichen.
read, lesen, S.; — aloud, vor=lesen,
S.
ready, bereit; (finished) fertig.
really, wirklich.
reason, Grund, der, -es, *"e*; for
 that —, darum!; aus dem Grunde.
receive, bekommen, S.; erhalten, S.
reckon, rechnen.
recognize, erkennen, *irr*.
recommend, empfehlen, S.
red, rot, *comp. "e*.
refuse, sich weigern.
regret, bedauern.
relative, Verwandter (*adj. noun*);
(adj.) relativ'.
rely, sich verlassen, S. (on, auf, *acc.*).
remain, bleiben, S. f.
remember, sich erinnern (*gen.*); —
 me to, grüßen Sie von mir.
repeat, wiederho'len.
reply, ant'worten.
reputation, Ruf, der, -es, -e.
resist, widerstehen, S. (*dat.*).
respected, an'gesehen.
return, (come back), zurück=kehren,
 f., zurück=kommen, S. f.; (give
 back), zurück=geben, S.
Rhine, Rhein, der, -es.
Rhine-wine, Rheinwein, der, -es,
 -e.

ribbon, Band, das, -es, *"er*.
rich, reich.
rid, to get — of, los werden (*acc.*).
ride, reiten, S. f. and h.; (in a ve-
 hicle), fahren, S. f.; take a —,
 spazie'ren reiten, S. f.; (in a ve-
 hicle), spazie'ren fahren, S. f.
right, recht; you are —, Sie ha'ben
 recht.
ring, Ring, der, -es, -e.
ripe, reif.
rise (of the sun, etc.), auf=gehen,
 S. f.; (to get up), auf=stehen, S. f.
river, Fluß, der, -es, *"ffe*.
road, Weg, der, -es, -e.
rob, berauben (of, *gen.*).
roof, Dach, das, -es, *"er*.
room, Zimmer, das -s, —; Stube,
 die, -n.
row, rudern.
royal, kö'niglich.
run, laufen, S. f. and h.; rennen,
irr. f. and h.; — after, nach=lau-
 fen (*dat.*); — along, her= and hin=
 laufen, S. f.
 S.

sack, Sack, der, -es, *"e*.
sad, traurig.
safe, sicher.
said, — to be, soll sein.
sail, segeln, f. and h.
sailor, Ma'tro'se, der, -n, -n.
sake, for the — of, um . . . willen
(gen.); for my —, mit zu Liebe;
 mei'netweg'en; mei'netwill'en.
sausage, Wurst, die, *"e*.
save, retten.
say, sagen.

scholar, (male), Schüler, der, -s,
—; (female), Schülerin, die, -nen.
school, Schule, die, -n; to —, zur
Schule; at —, in der Schule.
school-book, Schulbuch, das, -es,
"er.
school-room, Schulzimmer, das,
-s, —.
school-work, Schul'ar'beit, die, -en.
scientific, wiß'senschaft'lich.
scold, schelten, S.
sculptor, Bildhauer, der, -s, —.
sea, See, die, -n; at —, auf der
See.
• **seaside**, at the —, an der See; to
go to the —, an die See gehen.
seat, Sitz, der, -es, -e.
seat, to — one's self, sich setzen.
second, zweit.
• **see**, sehen, S.
seed, Same, der, -ns, -n.
seek, suchen. •
seem, scheinen, S.
self, selbst; he him —, er selbst; *refl.*,
mich, dich, sich, etc.
sell, verkaufen.
send, schicken, senden, *irr.*
sentence, Satz, der, -es, -e.
sentence, verur'teilen, *irr.*
September, September, der, -s, —.
servant (female), Dienstmädchen,
das, -s, —; (male), Diener, der,
-s, —.
serve, dienen (*dat.*).
service, Dienst, der, -es, -e; divine
—, Gottesdienst, der, -es, -e.
set (of the sun, etc.), unter-gehen,
S. f.; (place), setzen.
set, — over, über-setzen.

seven, sieben.
several, mehrere.
shady, schattig.
shake, schütteln; — hands, die
Hand geben; she shook hands
with me, sie gab mir die Hand.
shall, sollen, *irr.*; (futura), wer-
den, *irr.*
sheep, Schaf, das, -es, -e. •
shine, (appear), scheinen, S.; (glis-
ten), glänzen.
ship, Schiff, das, -es, -e.
shoe, Schuh, der, -es, -e.
shoemaker, Schuhmacher, der, -s,
—.
shop, Laden, der, -s, —.
shore, Ufer, das, -s, —.
short, kurz; *comp.* " .
should, I —, ich sollte, *irr.*; he —
have, er hätte . . . sollen.
shout, aus-rufen, S.
show, zeigen.
shut, zu-machen, schließen, S.
sick, krank.
silence, Schweigen, das, -s.
silent, to be —, schweigen, S.
silver, Silber, das, -s.
since, *prep.*, seit (*dat.*); *conj.*, seit,
seitdem.
sing, singen, S.
sink, sinken, S. f.
Sir, Herr, -n, -en; mein Herr.
sister, Schwester, die, -n.
sit, sitzen, S.; — down, sich hin-
setzen.
six, sechs.
sixteen, sechzehn.
Slav, Slave, der, -n, -n.
"ay, erschlagen, S.

- sleep**, schlafen, *S.*; fall a—, ein-
 schlafen, *S. f.*
slow, langsam.
sly, schlau, verschmitzt.
smile, lächeln.
smoke, rauchen.
snow, Schnee, der, -s.
snow, to —, schneien.
so, so, also; es, das.
soap, Seife, die, -n.
society, Gesellschaft, die, -en.
soft, (sound), leise; (touch), weich.
soldier, Soldat, der, -en, -en.
some, welcher, etwas; *pl.*, einige.
somebody, je'mand, -es; ir'gend
 je'mand.
something, etwas; ir'gend etwas.
sometimes, zuweilen; manch'mal;
 manches Mal.
son, Sohn, der, -es, -e.
song, Lied, das, -es, -er.
song-book, Liederbuch, das, -es, -er.
soon, bald; —er, eher; as — as,
 sobald (wie).
sorry, I am —, es tut mir leid; I
 am — for him, er tut mir leid.
sound, to —, schallen, *S.*
South, Süden, der, -s. [das, -s.
South-Germany, Süddeutschland,
 sow, säen.
spade, Spaten, der, -s, —.
spare, schonen (*gen.*); (save), sparen.
spark, Funke, der, -ns, -n; — of
 fire, Feuerfunke, der.
speak, sprechen, *S.*, reden.
speaker, Redner, der, -s, —.
speech, Rede, die, -n.
spend, aus=geben, *S.*; (time), zu-
 bringen, *irr.*
spite, in — of, *prep.*, trotz (*gen.*).
spoon, Löffel, der, -s, —.
spot, Stelle, die, -n.
spread, verbreiten.
spring, Frühling, der, -s, -e; Früh-
 jahr, das, -es, -e.
spring, to —, springen, *S. f.* and *h.*
 — up, aufspringen, *S. f.*
stand, stehen, *S.*
start, ab=fahren, *S. f.*
state, Staat, der, -es, -en.
stately, stattlich.
station, Bahnhof, der, -s, -e; Sta-
 tion', die, -en.
statue, Statue, die, -n.
stay, bleiben, *S.*
steal, stehlen, *S.*
steamer, Dampfer, der, -s, —.
steel, Stahl, der, -es.
steel-pen, Stahlfeder, die, -n.
steer, steuern.
steerage, Zwischendeck, das, -s, -e.
step, Schritt, der, -es, -e; with
 quick —s, schnellen Schrittes.
step, treten, *S. f.*; — up to some-
 body, an jemand (*acc.*) heran-tre-
 ten.
stick, Stod, der, -es, -e.
still, *adj.*, still, ruhig; *adv.* (time),
 noch; (after all), doch.
stocking, Strumpf, der, -es, -e.
stop, stehen bleiben, *S. f.*; he —s,
 er bleibt stehen; (to stay, tarry),
 sich auf=halten, *S.*; an=halten, *S.*
store, Laden, der, -s, —.
storm, Sturm, der, -s, -e.
stormy, stürmisch.
story, Geschichte, die, -n.
strange, fremd.

stranger, Fremde(r) (*adj. noun*).
 street, Straße, die, -n.
 strong, stark, *comp. u.*
 student, Student', der, -en, -en.
 study, studie'ren, lernen.
 stupid, dumm. [*dat.*].
 succeed, gelingen, *S. f. (impers.*
 such, solch; — a, ein solcher, solch ein.
 suddenly, plötzlich.
 suit (of clothes), An'zug, der, -s, -e.
 summer, Sommer, der, -s, —.
 sun, Sonne, die, -e.
 Sunday, Sonntag, der, -es, -e.
 sunlight, Sonnenlicht, das, -es.
 sunshine, Son'nenschein, der, -s.
 supper, Abendbrot, das, -s, -e.
 suppose (imperative), gesetzt.
 supposed, he is — to have done
 it, er soll es gemacht haben.
 swim, schwimmen, *S. f. and h.*
 Switzerland, die Schweiz.
 sword, Degen, der, -s, —; Schwert,
 das, -es, -er.

T.

table, Tisch, der, -es, -e.
 tailor, Schneider, der, -s, —.
 tailoring, Schneidern, das, -s.
 take, nehmen, *S.:* (need) brauchen.
 talent, Talent', das, -es, -e; — for
 languages, Sprachtalent'.
 talk, sprechen, *S.*
 teach, lehren.
 teacher (male), Lehrer, der, -s, —;
 (female), Lehr'erin, die, -nen.
 telegram, Telegramm', das, -s, -e.
 telegraph, Telegraph', der, -en, -en;
 to —, telegraphie'ren.

telephone, Telephon', das, -s, -e;
 Fernsprecher, der, -s, —.
 telephone, to —, telephonie'ren.
 tell, sagen; (relate) erzählen.
 ten, zehn.
 tenth, zehnt; the —, der zehnte.
 terrible, schrecklich.
 testament, Testament', das, -s, -e.
 than, als.
 thank, danken (*dat.*).
 thankful, dankbar.
 that (*dem.*), jener, der; (*as noun*)
 das; (*relat.*) der, welcher; *conj.*,
 daß.
 the . . . the (*adv.*), je . . . desto; the
 longer the better, je länger desto
 besser.
 theatre, Thea'ter, das, -s, —; go
 to the —, ins Thea'ter gehen; at
 the —, im Thea'ter.
 theft, Diebstahl, der, -s, -e.
 their, *poss. adj.*, ihr, ihre, ihr.
 theirs, ihrer, ihre, ihres.
 then, dann (time); also, so.
 there, da; — is, es gibt, es ist; —
 are, es gibt, es sind.
 therefore, darum', daher'.
 therein, darin'.
 these, diese; — are, dies or dieses
 sind.
 thief, Dieb, der, -es, -e.
 thing, Sache, die, -n; Ding, das,
 -es, -e.
 think, denken, *irr.*; meinen; —
 over, nach-denken über (*acc.*).
 thirty, dreißig.
 this, dieser, dies.
 thither, dahin'.
 those, jene, die; — are, das sind.

thought, Gedanke, der, -ns, -n (of, an, *acc.*).
 thousand, tausend; the —, der Tausend, -e.
 threaten, drohen (*dat. pers.*).
 three, drei.
 through, *prep.*, durch (*acc.*).
 throw, werfen, *S.*; — down, (upset) umwerfen, *S.*
 Thursday, Don'nerstag, der, -s, -e.
 ticket, (on railroad), Fahrkarte, die, -n; (theatre, concert, etc.), Bil'let', das, -s, -e.
 till, to —, bebauen.
 till, *prep.*, bis (*acc.*).
 time, Zeit, die, -en; (occasion), Mal, das, -s, -e; three —s, drei-mal, drei Mal; in —, zeitig.
 tip, Trinkgeld, das, -es, -er.
 tip, to —, Trinkgeld geben.
 tired, müde (of, *gen.*); I am — of it, ich bin es müde.
 to, *prep.*, zu (*dat.*); nach (*dat.*); an (*acc.*); auf (*acc.*).
 to-day, heute.
 together, zusammen.
 to-morrow, morgen; day after —, ü/hermor'gen.
 too, *adv.*, zu; (also) auch.
 towards, gegen (*acc.*); nach (*dat.*); he went — me, er ging auf mich zu.
 towel, Handtuch, das, -es, -er.
 town, Stadt, die, -e.
 train, Zug, der, -es, -e.
 translate, überse'ten; — into Ger-man, ins Deutsch überse'ten.
 travel, reisen, *f. and h.*; fahren, *S. f.*

tread, treten, *S.*
 tree, Baum, der, -es, -e.
 tremble, zittern.
 trip, Reise, die, -n.
 trouble, Sorge, die, -n.
 trousers, Hose, die, -n.
 true, wahr; (faithful), treu.
 trunk, Koffer, der, -s, —.
 trust, trauen (*dat.*).
 truth, Wahrheit, die, -en.
 try, versuchen; — on, an-probie'ren, an-passen.
 tune, Melodie', die, -n.
 turn, wenden, *irr.*; — round, sich um-wenden.
 twelve, zwölf.
 twenty, zwanzig.
 two, zwei; my — brothers, meine beiden Brüder.

U.

ugly, häßlich.
 umbrella, Re'gen'schirm, der, -s, -e.
 uncle, Onkel, der, -s, —; Oheim, der, -s, -e.
 under, unter (*dat. and acc.*).
 underneath, unter (*dat. and acc.*).
 understand, verstehen, *S.*
 undress, sich aus-ziehen, *S.*; sich aus-kleiden.
 United States, Verein'igte Staa=ten; the —, die Verein'igten Staa=ten (*abbr. Ver. St.*). [daß.
 unless, wenn . . . nicht; es sei denn,
 until, *conj.*, bis.
 up, herauf, hinauf; — and down, auf und nieder; (back and forth), hin und her.

upon, auf (*dat. and acc.*)
 upset, umwerfen, *S.*; (of a boat),
 um-schlagen, *S. f.*
 us, uns.
 useful, nützlich.

V.

valley, Tal, das, -es, *zer.*
 venture, wagen, sich (*dat.*) getrauen.
 very, sehr.
 view, Aus-sicht, die, -en.
 village, Dorf, das, -es, *zer.*
 virtue, Tugend, die, -en.
 visit, besuchen.
 visit, Besuch, der, -es, -e; on a —,
 • zum Besuch; pay a —, einen Be-
 such machen.
 voice, Stimme, die, -n.
 volume, Band, der, -es, *zer.*
 voyage, Seereise, die, -n.

W.

wagon, Wagen, der, -s, —.
 wait, warten (for, auf, *acc.*).
 waiter, Kellner, der, -s, —.
 walk, Spazier'gang, der, -s, *zer.*; to
 take a —, einen Spazier'gang
 machen.
 walk, to —, gehen, *S. f.*
 wall, (inside), Wand, die, *zer.*; (out-
 side), Mauer, die, -n.
 want, (will), wollen, *irr.*; (need),
 brauchen, bedürfen' (*gen.*).
 war, Krieg, der, -es, -e.
 warm, warm; *comp. u.*
 wash, waschen, *S.*; — one's self,
 sich waschen.

waste, verschwenden.
 watch, Uhr, die, -en; Taschenuhr,
 die, -en.
 water, Wasser, das, -s.
 wave, Welle, die, -n.
 wave, to —, schwenken.
 way, Weg, der, -es, -e.
 we, wir.
 wear, tragen, *S.*
 weather, Wetter, das, -s.
 Wednesday, Mittwoch, der, -s, -e.
 week, Woche, die, -n; to-day —,
 heute über acht Tage.
 week-day, Wochentag, der, -es, -e;
 on —s, an Wochentagen.
 weep, weinen.
 welcome, willkommen.
 well, gut; wohl; nun.
 West, Westen, der, -s.
 wet, naß.
 what, was; *adj.*, welcher.
 when, *conj.*, (of past time), als; (of
 future time), wenn; (interroga-
 tive), wann.
 whenever, *conj.*, wenn.
 where, wo; (whither), wohin'.
 wherever, wo . . . auch.
 whether, *conj.*, ob.
 which (*inter.*), welcher; (*relat.*), wel-
 cher, der; was.
 while, *conj.*, während, indem'; worth
 —, der Mühe wert.
 whilst, *conj.*, während.
 white, weiß.
 whither, wohin'; wo . . . hin.
 who (*inter.*), wer; (*relat.*) der, wel-
 cher.
 whoever, wer; wer . . . auch.
 whole, ganz; the —, das Ganze.

why, warum'.

wife, Frau, die, -en.

will, Wille, der, -nß.

will, wollen, *irr.*; (in future tenses) werden.

win, gewinnen, S.

wind, Wind, der, -es, -e.

window, Fenster, das, -s, —.

wine, Wein, der, -es, -e.

winged, geflügelt.

winter, Winter, der, -s, —.

wise, klug, weise.

wish, wünschen. [mit.

with, *prep.*, mit (*dat.*); along —,

within, *prep.*, in'nerhalb (*gen.*).

without, *prep.*, ohne (*acc.*); — saying a word, ohne ein Wort zu sagen.

woman, Frau, die, -en.

wonder, sich wundern.

wonderful, wund'bar.

wood (forest), Wald, der, -es, *er*; (material) Holz, das, -es, *er*.

word, Wort, das, -es; disconnected words: Wörter; connected words: Worte.

work, Ar'beit, die, -en; (of an author), Werk, das, -es, -e.

work, to —, ar'beiten.

workman, Ar'beiter, der, -s, —, and Ar'beitsleute.

world, Welt, die, -en.

worst, the —, das Schlimmste; *adv.*, am schlimmsten.

worth, wert; — while, der Mühe wert.

worthy, würdig (of, *gen.*).

wretched, e'fend.

write, schreiben, S.

Y.

ye, ihr.

year, Jahr, das, -es, -e.

yes, ja.

yesterday, gestern; day before —, vor'gestern.

yet, doch; (time) noch; not —, noch nicht.

you, Sie; (familiar) du, *plur.* ihr.

young, jung, *comp.* u.

your, Ihr, dein, euer.

yours, Ihrer, deiner, eurer; der Ihre, der Ihrige, etc. .

yourself, you —, Sie selbst, du selbst; *refl.* sich, dich.

CONDENSED INDEX OF SUBJECTS.

The reference is to sections. In general only the first of successive sections on the same topic is indicated.

A.

- Ablaut** (verbs), 149; (derivation) see App. II.
Accent, 48; compounds 52, 287; foreign, 54.
Accusative; dir. obj 358; w. adjs. 358; double, 359; adverbial 362; absolute, 363; w. prep. 167, 170.
Address, see Pronouns; of letter, 355.
Adjectives, predicate, 72; appos. 143; weak, 88; strong, 139; (mixed) 140; special forms, 90, 143, 266; as nouns, 145; compared, 186; syntax (see Cases of Nouns); position, 148.
Adjective Pronouns, see Pronouns.
Adverbs: form, 286; compound, 287; compared, 288; modal, 290; position, 291.
Adverbial Clauses, 409, 416.
Affixes, of derivation, App. II.
Alphabet, 1; Script, see page 341.
Alphabetical Verb List, see App. IV.
Apostrophe, 61.
Article, definite (forms), 65; generic and abstract, 67; possess. 95; w. proper names, 130; w. adjs. 145; distributive, 331; omitted, 332; repeated, 334.
 — indefinite, 73; omitted, 95, 333.
Auxiliaries, *Werben* (fut.) 114; (pass.) 267; *haben*, *sein*, 123, 278; omitted, 282; — of mood, see Modal Verbs.
C.
Capital letters, 59.
Cardinal nums. 310.

- Causative**, *lassen*, 203; deriv. verbs, see App. II.
Cognate object; gen. 351; acc. 362; words, see App. II.
Classification, nouns, see Declension; strong verbs, see App. III.
Comparison, adjs. 186; syntax of, 192; absolute, 193; adverbs, 288; by auxil. 289.
Composition of words, see App. II.
Compound, nouns, 80; tenses, 113; adjs. 144; verbs insep. 213; sep. 219; variable, 226; special forms, 227, 229; adverbs, 287; see also App. II, and Accent (above).
Concord, gender, 336; verb, 364.
Conditional (the), 182, 388; use of subjunct. 180, 383.
Conjugation — see the several classes of verbs.
Conjunctions, pure, 295; advbl. 297; subordin. 301; special uses, 302.
Contingent uses of subjunct. 177, 370; see also Subjunctive.
D.
Date, 316.
Dative, with verbs, 352; w. adjs. 356; possess. 95, 353; privative, 352; of interest (ethical), 353; factitive, 361; exclam. 323; w. preps. 166, 170, 310.
Declension: of nouns, 77; weak, 81; strong I, 97; II, 101; III, 108; mixed, 117; defect. noms. 119; foreign nouns, 128; proper names, 129; — of adjs. weak, 88; special forms, 90;

strong, 139; (mixed), 140; — of pronouns, see *Pronouns*.

Defective Nominative (nouns), 119.
Demonstratives, 232; for personal, 238.

Dependent Clauses, word-order, 153, 163; condensed, 181; see *App. I*.

Derivation; see *App. II*.

Double Forms, in nouns, 127 *App. III*.

E.

English, relation to German: in verb-forms, 283; in parts of speech, 324; see also *App. II*.

Euphonic forms: nouns, 104; adjs. 90, 186; verbs, 100.

Exclamatory—interjections, 323; (or dubitative) subjunct. 382.

F.

Factitive, predicate, 143; object, 361.

Foreign—pronunciation, 46; accent, 54; nouns, 128.

Future tense: form, 114; (perfect), 122; uses, 367.

G.

Gender, 66; review, 138; transfer of, 336; special forms, see *App. III*.

Genitive, w. nouns, 340; w. adjs. 346; w. verbs, 347; exclam. 349; descriptive, 350; adverb. 351; with preps. 309.

German—relation to English: in verb-forms, 283; in parts of speech, 324; see also *App. II*.

Gerundive, 276.

H.

Historical relation of German and English, see *App. II*.

Hour of the day, 313.

Hyphen, 61.

I.

Imperative, 71, 389.

Impersonal verbs, 260; for passive, 272, 274; w. gen. 348, c; w. dat. 355.

Indefinite prons. and adjs. 263-4.

Indirect Object, see *dative*; (speech), subjunct. 179, 376; question, 259.

Infinitive (simple), as noun, 97, 396; w. verbs, 203, 308; position, 115; (with 3u), 168, 399; um—3u, 169; preps. with 3u infin. 404; infin. (English) equivalents, 405; position of infin. 412.

Insep. verbs and prefixes, 213, 216.

Interjections, 321.

Interrogatives, 243.

Intrans. Verbs: auxiliary, 278.

M.

Measure, acc. of, 362; nouns of, 314.

Mixed, nouns, 117; adjs., 140; verbs, 184.

Modal verbs, forms, 194; uses, 197, 391; senses, 206, 394.

Motion, verbs of (auxil.) 278.

N.

Negative (nicht), position, 291; pleonastic, 292; w. subjunct. 388; pronominals, 263, note.

Nominative case, 339.

Nouns, declension, 77; weak, 81; strong, 96; class I, 97; class II, 101; class III, 108; mixed, 117; defect. noms. 119; compound, 52, 80, 126, and *App. II*; double forms, 127; foreign, 118, 128; proper, 129; review, 132; gender, 138; special forms, 335; double forms, etc. *App. II*.

Number, collective, 314; sing. for English plur. 337, 364.

Numerals, cardinal, 310; ordinal, 315;
idioms, 314, 316.

O.

Object—position, 211; direct, 358; indir. (gen.) 348; (dat.) 352; double, 359; factitive, 361; cognate (gen.) 351; (acc.) 362; reflex. 239; with preps. see **Prepositions**.

Omission (euphonic) of *e* (in nouns), 104; (in adjs.) 90; (in verbs), 100, *c*; of adj. inflection, 147, of pron. subj. 339; of transp. auxiliary, 282; of common term, see **App. I**.

Order of Words, see **Position**.

Ordinal Nums. 315.

Orthography, new, 63.

P.

Paradigms, of verbs, **App. III**; see **Nouns**, **Adjectives**, etc.

Participle, present, 112, 114; perfect, 120, 417; fut. pass. 276, 421; position, 422.

Particles (of emphasis), 290.

Partitive genitive, 343.

Parts of Speech, summary, 324.

Passive, verb, 267; uses, 270; impersonal, 274; substitutes for, 272.

Past tense, 366.

Perfect tense, form, 122: use, 366.

Personal, names, 129; syntax of 130—pronouns, see **Pronouns**.

Position—of verb (normal, inverted), 76; (comp. tenses), 115, 124; (transposed), 153, 163: condensed dep. clauses, 181; modal and pass. forms (excep.) 200, 277; questions, 259; with conj's. 295, 297, 301; in "loose order," 231, 291;—of adjs. 148; of objects, 211; of sep. prefix, 220, 231; of adverbs, 291; of preps. 309; of in-

fin. 412; of participle, 422. For Summary, see **App. I**.

Possessives, 74, 217; art. for, 95; dative for 95, 353.

Predicate, adj. 72, 143; superlat. 191; noun, 339, (factitive), 361; verb (concord), 364.

Prefixes (verb), inseparable. 213; senses, 216; sep. 219, 231; variable. 226; special, 227, 228; of derivation, see **App. II**.

Prepositions (gen) 165; (dat.) 166; (acc.) 167; (dat. or acc.) 170; contr. with art. 171; as adverbs, 172; review, 303; special uses, 305; phrases, 306; "spurious" (list with cases), 309.

Present tense, 365; vowel change in strong verbs, 155.

Principal Parts of verbs, 131.

Pronominal adjs. 68; see **Possessive**, **Demonstrative**, etc.

Pronouns, as subject, 69; personal, 207; reflexive, 209; in address, 210; position of objects, 211; demonstr. 232; interrog. 243; relative, 248; indef. 263.

Proper Names, 129; syntax, 130.

Pronunciation, Part I, 2-47.

Punctuation, 60.

Q.

Quantitative, nouns, 314.

Quantity of vowels, 4; in strong verbs, 162.

R.

Reciprocal, sense in reflex. 241, 264.

Reflexive, pron. 209; verb, 239; senses, 241.

Relative, pron. 248, uses, 257; clauses, 153.

Repetition, or omission: of art, 334; of common term, **App. I**.

S.

Script (Schrift), German; see page 341.

Separable prefixes, 219, 231.

Subjunctive, simple forms, 174; compound, 178; some uses, 177, 179, 180; tenses, 368; (contingent), hortatory, 370; optative, 371; purpose, 372; concessive, 373; potential, 374; diplomatic, 375; (indirect), use of tenses, 377, etc.; exclam. (dubitāt.) 382; (condition), unreal, 383; contingent, 385; exclusive, 387.

Suffixes of derivation, App. II.

Summary: of noun declension, 132; of gender, 138; of verb-forms, 283; of Parts of Speech, 324; of Word Order, App. I.

Superlative, predicate, 191; absolute, 193; adverbial, 288.

Syllables, 62.

T.

Tenses (forms), see Paradigms; (uses), present, 365; past and perfect, 366; future, 367; of subjunctive, 368; in indirect speech, 179, 377; in condition, 180, 385.

Time: of day, 313; date, 316; indef. (gen.) 351; def. (acc.) 362.

Transposed Order, see Position.

U.

Umlaut, 12; see App. II.

V.

Verbs, weak, 92; euphonic weak forms, 100; principal parts, 131; strong, 149; with umlaut in pres. 155; other changes, 162; mixed (weak, vowel change), 184; modal (forms), 195; uses, 197, 391; compound (insep.) 213; sep. 219; (variable), 226; special, 227, 229; reflex. 239; impers. 260; passive, 267; auxiliary, (haben or sein), 278.

Verb paradigms; see App. III.

Verbs, strong, classes, see App. III.

Verbs, irreg. Alfab. List, App. IV.

Verbals, 111.

Vowels, quantity, 4; modified (umlaut), 13; change (ablaut), 149; see App. II.

W.

Weak, nouns, 81; ads. 88; verbs, 92, 100.

Weight, nouns of; see Measure.

Word-Formation, App. II.

Word-Order, see Position.

WORD-INDEX.

*Only special forms or uses of words are listed. For affixes see Appendix II.
The reference is to sections.*

A.

aber, 295.
all, 264; **aller** (pref.) 193.
allein, 295.
als (**wenn**), 181; adv. (comp.) 192;
conj. 302.
am — **sten**, (sup. pred.) 191.
an, 170, 305.
ander, 264.
anderthalb, 320.
anstatt, 165; (**zu**), 406; (**dafür**), 408.
auch, 290, 302.
auf, 170, 305.
aus, 166, 305.

B.

be (pref.) 216; see App. II.
bei, 166, 305.
beide, 264.
bevor (pref.) 228.
bis (prep.) 167, 309; (conj.) 301.
bleiben (w. infin.) 398, 403.

C.

Christus, 128.

D.

da (adv.) 298; conj. 302; — comp.
for pron., 237, 254; — infin. clauses,
407.
damit (adv.) 237; (conj.) 254, 372.
daß (subject), 236.
daß, 302, 408; (omitted), 181.

deiner (**sein**), 207.
denken (preps. with), 347.
denn, 290, 295; (= **als**), 192; (in subj.)
373.
der (art. 65): (demonstr.) 233, 238; (re-
lat.) 249, 257.
derjenige, 235, 238.
Ders, 210, note.
derselbe, 235, 238.
des (comp.) 237.
dieß (subject), 236.
doch, 290, 300.
du, 69, 210; (cap. 59).
durch (prep. 167); pref. 226.
dürfen (senses), 394.

E.

e, dropped (nouns*, 82, 104; (adjs.)
74, 90, 186; (verbs), 100, c.
ein (art.), 73; num. 310; **einer**, 263.
ein (pref. for in), 225.
einander, 264.
einige, 263.
emp (pref.) 213.
ent (pref.) 216.
entweder, 296.
Er (address), 210.
er (pref.) 216.
es (person.) 207; (subject), 236;
(impers.) 260; (introd.) 262; (ex-
plet.) 262; (w. pass.) 274; (= old
genit.) 358.
es, dropped in adjs. 147.
etwas, 263.
euer (**eurer**), 207.
Eu, 210.

ganz (undekl.) 147.
 ge- (noun pref.) 97, 110; (augm.)
 120; (verb pref.) 216; App. II.
 gehen (w. infin.) 398.
 groß (comp.) 188.
 gut (comp.) 188.

G.

haben (auxil.) 123, 278; (w. infin.) 398.
 halb (undekl.) 147; (prep.) 309.
 heißen (w. infin.) 204, 398; (part.) 419.
 her, 173, 23, 306.
 Herr, 85, 130.
 hin, 173, 223, 306.
 hinter (prep.) 170; (prefix.) 207.
 hoch, 90, 6, 188.
 hundert, 310.

H.

Ihr (address), 210.
 Ihr, 210.
 indem (conj.) 302.

I.

ja, 290.
 je (best), 302.
 jeder (ein), 264.
 jedermann, 263.
 jemand, 263.

K.

kennen, 184, 196, note.
 kein, 73; keiner, 263.
 können (senses), 395. •

L.

lassen (causal), 203; (pass.) 272;
 (impv.) 390.

lehren (infin.) 204; (cases), 359.
 leid (tun), 355.
 leider, 323.
 Lord (der), 128.
 los, 346, 358.

M.

man, 263, 272.
 mand, 264.
 Mann (pl. comp.) 126; (coll.) 314.
 mehr, 188; (auxil.) 289.
 mehrer, 190.
 meiner (mein), 207.
 meinet- (comp.) 309.
 miß- (pref.) 207.
 mit, 166, 305.
 mügen (senses), 395.
 milde (case), 346, 358.
 müssen (senses), 395.

N.

nach, 166, 305.
 nichts, 351, note.
 nah (comp.) 188.
 nicht (position), 291; (pleonastic), 292;
 • (w. subj.) 387.
 nichts, 263.
 noch (ein), 264; (weder), 299.
 nun, 290, 302.
 nur, 290.

O.

ob (prep.) 309; (pref.) 225; (conj.)
 301; (omitted), 181; (comp.) 302.
 oder, 295.
 öfter, 288.
 ohne, 167; (zu), 404; (bist), 406.

P.

Paar, 314; ein paar, 264, note.

Σ.

ſatt, 346, 358.
ſchön, 290.
ſchuld, ſchuldig, 346, 358.
ſe. 210.
ſein (auxil.) 123, 270, 278; (w. infin.) 398; (infin. ſu), 403.
ſeiner (ſein), 207.
ſeit (prep.) 166; (conj.) 302.
ſelbſt, ſelber, 203, c.
ſenden, 184.
ſich, 209, 239.
ſie (address), 69, 210.
ſo (adv.) 192; (adv. conj.) 298, 163, c; (omitted), 163, d; (sub. conj.), 302.
ſolch, 234.
ſoll'n, (senses), 395.
ſondern, 295.
ſr. 210.
ſtatt, see anſtatt.
ſtehen (w. infin.) 398, 403.

Τ.

tät, 185, note.
taufend, 310.
tun, 185.

Π.

über (prep.) 170, 305; (pref.) 226.
Uhr (o'clock), 313.
um (prep.) 167, 305; (pref.) 226; (ſu), 169, 404.
Umſaut, 12; App. II.
un- (accent), 50; see App. II.
und, 295.
unſer (unſerer), 207.
unſereineſt, 345.
unter (prep.) 170; (pref.) 226.

Θ.

ver- (pref.) 216.
viel (comp.) 188; (use), 264.

voll (pref.) 207; (adj.) 346; (affix) see App. II.
voller, 346, note.
von, 166, 192, 271, 305, 345.
vor, 170, 305.

Ω.

wann (interr.) 302, note.
was (int.) 243; (rel.) 251; — für, 245; (= etwas), 263.
weder (noch), 299.
wegen, 165, 309.
weil, 302.
welch (int.) 244; (rel.) 249, 257; (exclam.) 244; (indef.) 264.
wenden, 184.
wenig (comp.), 188; (use), 264.
wenn, 302; (omitted), 181.
wer (int.) 243; (relat.) 251.
werden (fut.) 114; (cond.) 182; (pass.) 267.
wert (case), 346, 358.
wes (comp.) 243.
wider (prep.) 170; (pref.) 207.
wie (adv.) 192; (conj.) 302.
wieder (pref.) 207.
wiſſen (un), 309.
wiſſen, 196.
wo (comp. for pron.) 246, 254; (conj.) 302.
wohl, 290.
wollen (senses), 395.
worden (pass.) 267.
würdig, 346.

Φ.

zer (pref.) 216.
zu (prep.) 166, 305; (infin.) 168, 399; (w. fact. obj.) 361.